DOCUMENT RESUME

ED 390 228 EC 304 493

AUTHOR Fisher, Joseph; And Others

TITLE The Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments (Project TREDS). Final Report.

INSTITUTION Tennessee State Dept. of Education, Nashville. Div. of Special Education.

SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE 22 Dec 95

CONTRACT H025A20023

NOTE 123p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS Agency Cooperation; *Consultation Programs; *Deaf Blind; Delivery Systems; Disability Identification; Elementary Secondary Education; Information Dissemination; Information Sources; *Inservice Education; Needs Assessment; *Outreach Programs; *Parent Education; Postsecondary Education; Preschool Education; State Programs; *Technical Assistance; Workshops

IDENTIFIERS *Tennessee

ABSTRACT

This final report describes activities and accomplishments of the Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments. The project was designed to improve the capacity of state, regional, and local educational services in meeting the needs of learners with deaf-blindness and their families. Major goals were to improve the accuracy of identification of infants and toddlers with deaf-blindness and to improve the educational outcomes for learners with deaf-blindness from birth through age 21 by equipping professionals and parents with needed knowledge and skills. The project used a regional consultant technical assistance model to conduct project activities. Technical assistance was based on needs assessment findings, and data were collected to assess project outcomes. Major project accomplishments included increasing the census of individuals with deaf-blindness from 32 to 168; developing products including a brochure, newsletter, resource library, and needs survey; conducting workshops and state-wide presentations; and providing on-site consultation services. Much of the report consists of appendices which include the teacher needs survey; detailed listings of workshops, presentations, and consultation events; information dissemination and referral efforts; resource library holdings; and sample workshop evaluation results. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED 390 228

Services to Children with Deaf-Blindness in Tennessee

The Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments (Project TREDS)

FINAL REPORT

State and Multi-State Projects for Children with Deaf-Blindness
U.S. Department of Education
Grant Number: HO25A20023
CFDA: 84.025A

Joseph Fisher
Executive Director
Eva M. Horn, Ph.D.
Project Co-Director
Anne Corn, Ed.D.
Project Co-Director

Tennessee Department of Education
Division of Special Education
710 James Robertson Parkway
8th Floor - Gateway Plaza
Nashville, TN 37243-0383
(615) 741-2851

December 22, 1995

EC304493

BEST COPY AVAILABLE

II. ABSTRACT

Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments (TREDS)

Joseph Fisher	Eva Horn	Anne Corn
Executive Director	Co-Director	Co-Director

The TREDS (Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments) Project was a sub-contract by Vanderbilt University with the State of Tennessee Department of Education, Division of Special Services for CFDA 84.025A-State Services Projects for Children with Deaf-Blindness. This project was designed to improve the capacity of state, regional, and local educational services in meeting the needs of learners with deaf-blindness and their families in Tennessee. A major goal of the project was to improve the accuracy of identification of infants and toddlers with deaf-blindness as well as other children and youth in the state. Another goal of the project was to improve the educational outcomes for learners with deaf-blindness from birth through 21 by equipping professionals and parents with needed knowledge and skills.

The project used a regional consultant technical assistance model to conduct the activities of the project in reaching major goals. A needs assessment was used to determine the needs of children, parents and service providers. After determining major needs, technical assistance was provided and data was collected to assess success in meeting the objectives of the project.

III. TABLE OF CONTENTS

I. TITLE PAGE i

II. ABSTRACT ii

III. TABLE OF CONTENTS iii

IV. PURPOSE, GOALS, AND OBJECTIVES 1

V. CONCEPTUAL FRAMEWORK 1

VI. DESCRIPTION OF ACCOMPLISHMENTS AND OUTCOMES 3

VII. LOGISTICAL PROBLEMS 9

VIII. EVALUATION FINDINGS 10

IX. IMPACT 12

X. FURTHER INFORMATION 13

XI. ASSURANCE STATEMENT 13

XII. APPENDICES 14

- A. Teacher Needs Survey 14
- B. Advisory Council Members 20
- C. Workshops and Presentations 22
- D. Technical Assistance and Consultation 26
- E. Information Dissemination and Referral 29
- F. TREDS Brochure 35
- G. TREDS Newsletter 37
- H. TREDS Resource Library 43
- I. Sample Workshop Evaluation Results 92

IV. PURPOSE, GOALS, AND OBJECTIVES

The Tennessee State Department of Education, Division of Special Education submitted a proposal for state services for children with deaf-blindness in Tennessee as a contract with Vanderbilt University. Project goals and objectives focused on provision of exemplary practice in inclusive settings across the age span to both families and their children from a systems prospective and an individual prospective. Goals and objectives promoted this through training and technical assistance to professionals and families which related directly to identified need in the states CSPD plan. Throughout all of the activities the parent/professional partnership was reinforced thus strengthening shared advocacy efforts for infants, toddlers, children, and youth in the project (Hamre-Nietupski, Nietupski, Ostercamp, Sensor, & Opheim, 1988). Many of the project objectives and activities involved and promoted interagency cooperation and collaboration. Such efforts are particularly critical at points of transition (Johnson, Bruininks, & Thurlow, 1987).

The following goals and objectives were employed to derive the anticipated project impact:

Goal #1: Improve the capacity of state, regional, & local educational/intervention services to meet the needs of learners with deaf-blindness and their families.

- a. Improve accuracy of census through identification of children and youth with deaf-blindness.
- b. Build capacity of Regional Core Teams to meet the needs of learners with deaf-blindness.

Goal #2: Improve the educational outcomes for learners with deaf-blindness from birth through age 21.

- a. Build the capacity of Tennessee's Part H system (TEIS) to serve infants and toddlers with deaf-blindness and their families.
- b. Build the capacity of LEA's and school programs to serve students with deaf-blindness and their families.
- c. Build the capacity of interagency resources to meet the needs of transition-age youth with deaf-blindness and their families to increase the number leaving public and private programs who will live and work in real jobs, and recreate in communities with minimal support.
- d. Assist families in their efforts to advocate for, obtain, and participate in quality services for their child with deaf-blindness.

V. CONCEPTUAL FRAMEWORK

Project TREDS directly responded to the critical needs previously identified in Tennessee for infants, toddlers, children, and youth with deaf-blindness. These learners had been under-identified and under-served for many years. While there were many systems change initiatives for the general populations of persons with disabilities in Tennessee, none were available to address the particular needs of students with deaf-blindness. There was a critical need to coordinate these efforts, such that "special" programs were not developed for this population in isolation of other efforts. Project TREDS focused on the infusion of information, adaptations, and accommodations related to learners with deaf-blindness into the existing networks in Tennessee.

The systems change portion of this project focused on the belief that learners with deaf-blindness were more like other students with disabilities and non-disabled students than they were different. Learners with deaf-blindness have traditionally been educated in segregated and specialized environments (Downing & Eichinger, 1990). These learners, however, possessed many of the same characteristics as other learners with severe disabilities who have been successfully integrated into regular schools and classes (Ford & Davern, 1989). Instead of developing completely unique programs for students with deaf-blindness according to their most apparent weaknesses and limitations, we believed that these learners could benefit from shared learning environments (cross-categorical). We recognized the unique learning needs of learners labeled deaf-blind, yet felt that certain modifications and adaptations could effectively accommodate such learners without segregation. The purpose of Project TREDS was to provide curricular, instructional, and administrative strategies that could be employed to make accommodations for students with deaf-blindness in community-based heterogeneous environments. Specifically, special education and early intervention providers with no previous training or experience with students who have sensory impairments learned to identify, assess, plan for, and effectively instruct these students.

Project TREDS focused on improving the quality of services and thus the outcomes for individual infants, toddlers, children, and youth with deaf-blindness and their families. The primary purpose of these efforts was to change practices such that individual service and educational plans reflected current research findings and exemplary practices. Resistance to change is certainly understandable; change is often viewed as threatening and painful. The external reactions to change can range from opposition and resistance to acceptance and support (Drieford, 1986). Even when acceptance of change has taken hold, implementation must be carefully planned.

Some of the barriers to the implementation of "best practices" that were identified included: a) locating/securing qualified direct service staff; b) the need for more intensified technical assistance services; c) the need for interagency collaboration/communication; and d) the need for administrative support (Gallagher & Shields, 1990). While legal mandates such as IDEA provided the impetus for change, the process for overcoming resistance to change must be carefully planned. Key ingredients in the process identified by Project Copernicus (1990) included: a) offering a practical and straightforward framework for giving productive directions for everyone to follow; b) selling the vision and the benefits; c) giving support; d) offering training and education; e) providing people with choices; and f) involving people at a meaningful level of participation. We addressed each of these key elements through our Technical Assistance Model. The model was comprised of five major steps or activities: 1) Development of a needs assessment; 2) Conducting the needs assessment; 3) Analyzing the needs assessment and collaboratively developing written technical assistance plans; 4) Providing technical assistance according to the technical assistance plan; and 5) Conducting evaluation of technical assistance provision and impact.

This technical assistance model directly impacted the ability of these service providers to evaluate their strengths and needs relative to exemplary practices for this population, their need for training, the quality and range of services offered by agencies, and the policies and practices that engender effective family-professional partnerships.

Technical Assistance Model

Development of a needs assessment. A needs assessment, covering the age span of birth through age 21, was developed that addressed the quality of service provision for learners with deaf-blindness. On the needs assessment, service providers were able to indicate on which topics they wanted assistance as well as how they would like the information presented (e.g., workshops, fact sheets, on-site visit). Refer to Appendix A for a copy of the needs assessment.

Conducting a needs assessment. Project staff completed a needs assessment with service providers across Tennessee. Information was collected from multiple sources including interviews with instructional personnel, administrative personnel, and parent/family/advocates; direct observations of the child; and record reviews. This step directly related to the second key ingredient - selling the vision and the benefit. As staff completed the assessment, much give and take of information occurred, particularly related to the nature of quality service provision.

Analyzing the needs assessment and developing a technical assistance plan. Project staff analyzed the needs assessment data focusing on identifying barriers to quality services. Together with the service providers and/or the family, the project staff developed a technical assistance plan. This step directly related to the third, fifth, and sixth key ingredients from above - giving support, providing people with choices, and involving people at a meaningful level of participation.

Providing technical assistance. The specifics in terms of format and content of the technical assistance was individually determined by the technical assistance plan. However, these activities were supported by and utilized numerous resources available at Peabody College of Vanderbilt University as well as materials available through members of the advisory council. The project also made use of materials developed and disseminated through the TRACES Project, Oregon Research Institute, DB-LINK, the Mississippi Deaf-Blind Project, the Perkins Deaf-Blind Training Project, and the RRIC on Blindness and Low Vision (Mississippi State).

VI. DESCRIPTION OF ACCOMPLISHMENTS AND OUTCOMES

The Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments was implemented over the 36-month funding period based on a technical assistance model. Much of the past three years concentrated on establishing the accuracy of the deaf-blind census, supplying individualized technical assistance to service providers and families, and establishing public awareness across the state.

The process of providing technical assistance across the state of Tennessee was approached on an individual basis depending on specific needs of service providers or family members. Major activities conducted to reach our goals and objectives included:

A. Advisory Council
B. Deaf-Blind Census
C. Workshops/Presentations
D. Individualized Technical Assistance
E. Information/Referral/Public Awareness
F. Resource Dissemination
G. Family Support and Advocacy
H. Youth in Transition

Listed below are the goals and objectives as they related to each of the specific activities. Immediately following is a detailed description of each of the activities.

Goal #1: Improve the capacity of state, regional, & local educational/intervention services to meet the needs of learners with deaf-blindness and their families.

Objective 1.1: Improve the accuracy of census through identification of children and youth with deaf-blindness.

- Advisory Council
- Deaf-Blind Census
- Information/Referral/Public Awareness

Objective 1.2: Build the capacity of Regional Core Teams to meet the needs of learners with deaf-blindness.

- Advisory Council
- Workshops/Presentations
- Information/Referral/Public Awareness
- Resource Dissemination
- Youth in Transition

Goal #2: Improve the educational outcomes for learners with deaf-blindness from birth through age 21.

Objective 2.1. Build the capacity of Tennessee's Part H system (TEIS) to serve infants and toddlers with deaf-blindness and their families.

- Deaf-Blind Census
- Workshops/Presentations
- Individualized Technical Assistance
- Information/Referral/Public Awareness
- Resource Dissemination

5

Objective 2.2. Build the capacity of LEA's and school programs to serve students with deaf-blindness and their families.

- Deaf-Blind Census
- Workshops/Presentations
- Individualized Technical Assistance
- Information/Referral/Public Awareness
- Resource Dissemination
- Youth in Transition

Objective 2.3 Build the capacity of interagency resources to meet the needs of transition-age youth with deaf-blindness and their families to increase the number leaving public and private programs who will live and work in real jobs, and recreate in communities with minimal support.

- Deaf-Blind Census
- Workshops/Presentations
- Individualized Technical Assistance
- Information/Referral/Public Awareness
- Resource Dissemination
- Family Support and Advocacy
- Youth in Transition

Objective 2.4 Assist families in their efforts to advocate for, obtain, and participate in quality services for their child with deaf-blindness.

- Deaf-Blind Census
- Workshops/Presentations
- Individualized Technical Assistance
- Information/Referral/Public Awareness
- Resource Dissemination
- Family Support and Advocacy
- Youth in Transition

A. Advisory Council

The initial meeting of the Advisory Council was held in April of 1993 and a second was held in August of 1994. Individuals representing families, parent support and empowerment, early intervention, school aged services, transition for youth, access to assistive technology, and the Department of Education were in attendance. The meetings served to inform the various constituency groups about the project and the variety of activities TREDS could conduct. Further, there were opportunities for each group to share the types of activities and supports they provide to the disability community across the state of Tennessee. Much of the discussion at these meetings centered around how services and special technical assistance for learners with deaf-blindness could be embedded into ongoing programs across the state and the role of TREDS staff in that effort. Further, Advisory Council members contributed recommendations of ways in which TREDS could better serve students and their families. Appendix B contains a listing of Advisory Council members and their affiliations.

B. Deaf-Blind Census

Major emphasis was placed on establishing the deaf-blind census for the state of Tennessee during this grant period. These efforts resulted in a substantial increase in the census. We began this grant cycle (October, 1992) with 32 individuals on the census. By the end of the grant period (September 30, 1995), there were 168 individuals registered. We continued to refine our referral package with review and approval from the Tennessee Department of Education, the TRACES Project, and appropriate community persons. The packet was broadly disseminated along with the State Department's December 1 Child Count to service providers across the state including LEA special education directors and state special school directors. In addition, Project TREDS disseminated the referral packet to the Division of Mental Retardation community early intervention programs, the TIPS Project, and TEIS (Part H system) coordinators. Each packet was accompanied by a letter of introduction and statement of the purpose from the Executive Director of the Division of Special Education of the Tennessee Department of Education. To assist with the completion of the census information, yearly follow-up telephone calls were made to the contact person listed for each individual registered on the previous year's census. Table 1 provides a summary of the census count broken down by age groups for the years of the project.

Table 1
Breakdown of Tennessee Census by Age

AGES	0 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 21	TOTAL
March 1993	39	9	10	14	13	10	8	103 students
March 1994	44	16	18	19	20	16	9	142 students
March 1995	47	32	17	26	16	18	12	168 Students

C. Workshops/Presentations

The staff conducted or participated in 49 different formal presentations during this grant cycle. These occurred at various workshops, conferences, and LEA in-services throughout the state and focused on public awareness, development of hearing and vision skills, program modifications for learners with deaf-blindness, and other topics related to deaf-blindness. In addition, the TREDS poster and brochures were displayed at most workshops, conferences, and professional meetings to acquaint families and service providers with the TREDS project and with the procedures used for identifying learners with deaf-blindness. The workshops/presentations were attended by professionals, paraprofessionals, and family members (1332 individuals). See Appendix C for a listing of specific workshops and presentations conducted over the three year grant cycle.

Included in the 49 presentations, TREDS sponsored 6 full-day workshops during the course of the grant cycle. These workshops were designed to address the practical day-to-day needs of family members and service providers. The information presented at the last three TREDS' sponsored workshops focused on topics which were most requested on the Teacher Needs Survey. (See Appendix A for a sample copy of the Needs Survey.) The focus of all workshops was on providing practical information that attendees could implement in their communities. Table 2 provides a breakdown of the numbers and types of attendees across all workshops. Refer to the evaluation section for specifics on evaluation of the presentations.

Table 2
Workshops and Presentations

Grant Year	Number of Workshops	Professionals Served	Paraprofessionals Served	Family Members Served
10/01/92-09/30/93	13	251	1	10
10/01/93-09/30/94	14	346	33	45
10/01/94-09/30/95	22	565	34	47

D. Individualized Technical Assistance

The staff of Project TREDS scheduled and participated in 43 individual technical assistance visits during the course of the grant cycle. Requests for technical assistance were received from parents as well as teachers and program directors. These technical assistance visits serviced a total of 53 children. In one situation, technical assistance in the form of programming suggestions was requested for a young child with multiple impairments including deaf-blindness. The State of Tennessee was not able to serve this child in an existing Early Intervention program within the state; therefore, the Tennessee Early Intervention Program (Part H) funded this child to attend a program in Alabama. A TREDS staff member visited and observed the child in this setting and discussed programming suggestions with both the mother and program staff. This child has since been transferred to a public school setting in Tennessee and TREDS has continued to assist her by visiting the new program placement. See Table 3 for a detailed account of numbers of technical assistance visits. Appendix D provides detailed information on the types of individualized technical assistance and consultation provided. On-site consultation visits were conducted for all who requested them.

Table 3
Number of Technical Assistance Visits

Grant Year	School Visits	Home Visits	Professionals Served	Paraprofessionals Served	Families Served
10/01/92 - 9/30/93	3	2	5	1	3
10/01/93 - 9/30/94	18	2	44	10	14
10/01/94 - 9/30/95	16	2	32	11	17

E. Information/Referral/Public Awareness

Information, referral, and public awareness was provided through a variety of activities over the course of the grant. These consisted of: on-site consultation, dissemination of project brochure, dissemination of project newsletter, and use of the toll free telephone number. Appendix E provides a detailed summary of the activities conducted for the purpose of information sharing, referral, and public awareness.

Project Brochure: In the Spring of 1994, project staff developed a brochure describing Project TREDS. This brochure was used to disseminate information about the project to professionals and family members throughout the state of Tennessee. It was distributed at workshops and presentations and mailed to individuals on the TREDS mailing list. A copy of the brochure can be found in Appendix F. With minor modifications, this brochure will continue to be used for dissemination purposes during the next four years as a part of the recently funded Tennessee Deaf-Blind Project.

Newsletter: To assist with the dissemination of information, project staff began producing a bi-annual newsletter in August of 1993. This newsletter served as a vehicle for disseminating information about the project, the resource library, technical assistance services, and general "new" information regarding working with learners with deaf-blindness. It also incorporated resources available throughout the state of Tennessee and the nation as well as upcoming conferences and workshops. It was disseminated to approximately 1300 professionals and family members throughout the state of Tennessee. A copy of the January 1995 newsletter can be found in Appendix G. Project staff will continue to publish a similar newsletter on a bi-annual basis during the next four years as part of Tennessee's newly funded Deaf-Blind Project.

Toll Free Telephone Number: Through the use of an 800 telephone number, project staff were able to maintain contact with service providers and family members in a cost efficient manner. As with the other means of dissemination and information sharing, this toll free number will continue to be used during the next four years as a part of the recently funded Tennessee Deaf-Blind Project.

F. Resource Dissemination

TREDS purchased both written and audio-visual materials for the Resource Library during this grant cycle. These materials provided easy access to current information and resources on topics such as: communication, vision, hearing, orientation and mobility, assistive technology, families, health and related information, and curriculum.

Materials from the library were requested from a variety of individuals. A total of 115 individuals borrowed 331 resources from the TREDS Resource Library during the three year period. Materials were available for a 2 week loan period to anyone in the state of Tennessee who was interested. A listing of the Resource Library is provided in Appendix H. The resource library will continue to function in the same capacity during the next four years as a part of the recently funded Tennessee Deaf-Blind Project.

G. Family Support and Empowerment

In addition to providing individualized family support and technical assistance, we focused our efforts towards two primary groups - Project STEPS (the parent to parent statewide support project) and The Tennessee Association for Persons with Multiple Disabilities and Deaf-Blindness. Representatives from these groups attended our Advisory Council meetings and assisted in establishing several joint activities including cross listing in newsletters and dissemination of materials at presentations and workshops.

H. Youth in Transition

To increase our knowledge and skill in this area, staff members participated in several training events over the course of the grant cycle. Several staff attended a full day workshop on Personal Futures Planning and another went to a 3 day workshop on "Developing Individualized Transition Services for Students with Deaf-Blindness" at the Helen Keller National Center. Two of the TREDS sponsored workshops featured half day sessions devoted to Personal Futures Planning or Person Centered Planning. The project staff continue to educate themselves in this area in order to better serve those individuals on the Tennessee Deaf-Blind census who are beginning with or in the process of transition.

VII. LOGISTICAL PROBLEMS

As project staff implemented the goals and objectives over the course of the three year grant cycle, we modified some specifics described in the original grant application. These modifications were made by the Project Co-Directors and project staff and were determined to be more appropriate to the intent of the project.

Original Planned Activity	Change(s) Made/Resolution
Regional core teams serving as the source of referral and information	Instead of having regional representatives from 8 state initiatives represent the three distinct regions of Tennessee, we selected a single representative from each initiative to serve on the TREDS Advisory Council. Through individual contacts and the annual Advisory Council meeting, these representatives were able to serve as a source of referral and/or information. In addition, they encouraged employees of their agencies to also serve in this capacity.
Slide show	Due to time restraints and finances, a slide show was not developed during this grant cycle. Instead of the slide show, staff developed and used brochures and a poster to represent the project at a variety of workshops and presentations throughout the state and nation.

VIII. EVALUATION FINDINGS

The project's evaluation design consisted of a variety of processes for generating information on an ongoing basis. That information was utilized by project staff in evaluating the effectiveness of training and consultations. This data was also used to redesign the structure and content of technical assistance when necessary.

Teacher Needs Survey Data: Project TREDS developed and disseminated a survey to service providers working with the infants, toddlers, children and youth on the state's deaf-blind census in the fall of 1994. A copy of the survey can be found in Appendix A. This survey indicated that the primary area of licensure for educators of children with deaf-blindness is generic special education. A few service providers had vision certification or hearing certification, but none had both. Furthermore, no service providers indicated that they had the newer competency-based licensures. When responding to specific information and training needs related to serving learners with deaf-blindness, service providers identified the following areas as priorities: vision, communication, assistive technology, transition planning, and orientation and mobility.

Workshops and Presentation Data: Following many formal presentation, participants were asked to complete an evaluation form using a likert scale ranging from 1 (poor) to 5 (excellent). This data allowed TREDS staff to review their comments on the content, organization, and style to make necessary adjustments for improving future presentations. The results from a sample evaluation form can be found in Appendix I. Table 4 provides a summary of the data from the presentations which included evaluation reports.

Table 4
Yearly Data for Evaluated Presentations

Dates	Number of Presentations Evaluated	Quality/Overall Evaluation of Presentation	Organization of Presentation	Attendance at Presentation
10/01/92 - 9/30/93	6	4.6	4.7	4.5
10/01/93 - 9/30/94	9	4.7	4.6	4.7
10/01/94 - 9/30/94	13	4.6	4.6	4.6

Toll Free Phone Number: Use of the toll-free 800 phone line provided an economic means for family members and service providers to obtain technical assistance from Project TREDS staff members. The toll-free telephone number was used for a variety of activities: consultation, family support, scheduling on-site visits, follow-up on census, checking out materials from the Resource Library, and networking.

Resource Library: Over the three year grant cycle, 331 video or written materials were loaned to family members or service providers within the state of Tennessee. Verbal and written feedback from those borrowing materials indicated that the resources were beneficial to their family or programs. In addition they stated that the use of this resource library was cost efficient in terms of time and postage.

Feedback on Technical Assistance: Service providers and family members requested technical assistance as needed. All requests were addressed through on-site consultations, workshops, resource library, or written materials. Table 5 illustrates the number of individuals on the Deaf-Blind census who requested and received technical assistance.

Table 5
Technical Assistance Contacts for 1992-1995 -

		# on census	TA Contact	Percentage receiving TA
EAST		**55**	**19**	**35%**
	Part H	16	2	12%
	School Age	32	15	47%
	Residential	7	2	29%
WEST		**37**	**20**	**54%**
	Part H	6	1	17%
	School Age	29	18	62%
	Residential	2	1	50%
MIDDLE		**75**	**41**	**55%**
	Part H	10	7	70%
	School Age	55	33	60%
	Residential	10	1	10%
Totals		**167**	**80**	**48%**

IX. IMPACT

Family members and service providers who requested and received technical assistance through Project TREDS had the opportunity to acquire information about educational programming and resources for learners who are deaf-blind. Through completion of the teacher needs survey, service providers were able to indicate where their needs were and specify how they would like to have those needs met: through written materials, workshops, or individualized on-site consultations. The project impacted service providers and family members throughout the state via the products developed, workshops/presentations, and on-site consultation visits. As a result of these efforts, the census for individuals with deaf-blindness in Tennessee increased from 32 at the beginning of the grant cycle to 168 at the end. Of those enrolled on the Tennessee census, 53 received on-site consultation during the grant period.

A. Products

TREDS Brochure: The brochure provided an overview of the goals and objectives of Project TREDS and informed persons about how an individual qualifies for the census (See Appendix F).

TREDS Newsletter: The newsletter disseminated information about Project TREDS, information regarding working with learners with deaf-blindness, information about resources available across the state, and information about upcoming conferences and workshops (Appendix G).

TREDS Resource Library: The Resource Library offered 85 videos and 141 books or pamphlets on topics related to working with individuals with sensory impairments (Appendix H).

Teacher Needs Survey: The needs survey allowed service providers to indicate the areas in which they wanted additional information and how they would like to have that information presented (Appendix A).

B. Workshops and Presentations

By using the data obtained from the teacher needs survey to plan TREDS sponsored workshops and state-wide presentations, TREDS staff were able to impact the practical day-to-day needs of family members and service providers. These presentations offered the participants information directly related to the needs of learners with deaf-blindness. By attending these, the participants were able to gain practical information they could take back to their homes or educational environments.

C. On-Site Consultation

Project TREDS staff impacted family members and service providers by visiting and observing in their homes and educational settings. Here staff provided individualized programming suggestions as well as environmental adaptations and modifications.

X. FURTHER INFORMATION

Information on the Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments can be found in:

- DB-LINK: The National Information Clearinghouse on Children who are Deaf-Blind
- ERIC Clearinghouse on Disabilities and Gifted Education
- TRACES: Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments
- World Wide Web on the Internet under Vanderbilt University Kennedy Center Home Page (http://kc.gpct.vanderbilt.edu/treds/treds.html)

XI. ASSURANCE STATEMENT

A complete copy of this final report, including appendices, was sent to ERIC on December 22, 1995 at the following address:

ERIC/OSEP Special Projects
ERIC Clearinghouse
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

APPENDIX A

Teacher Needs Survey

TEACHER SURVEY

Name: ______________________ **Title:** ______________________ **Date:** ______________
Address: ____
______________________________ **Phone Number:** ______________

Instructions:

I. Under the column for confidence level, please circle the number that most accurately describes your confidence in addressing each area in terms of working with individuals with dual sensory impairments (vision & hearing impairments). The numbers represent:
1 = I understand and am comfortable with this topic.
2 = Although I am familiar with this topic, I would like additional information and assistance.
3 = I am not familiar with this topic and would like assistance.

II. Under the additional columns, please check the types of formats which would be helpful to you in gaining more information on that specific topic.

	Confidence Level (Please circle)	**Information not needed at this time**	**On-site visit**	**Regional workshop**	**Information (e.g., fact sheets, videotapes, etc.)**
Vision					
Where to go for vision assessments (ophthalmologist/optometrist)	1 2 3				
Interpreting formal vision assessments	1 2 3				
Typical development of vision skills	1 2 3				
Vision screenings	1 2 3				
Functional vision assessments	1 2 3				
Types of vision impairments	1 2 3				
Low vision aids/equipment	1 2 3				
Functional vision training	1 2 3				
Other:	1 2 3				
Orientation and Mobility					
Teaching the child to move independently within the home, classroom, and/or community settings	1 2 3				
Use of equipment for mobility (canes, walkers, etc.)	1 2 3				
Other:	1 2 3				

Confidence Code:

1 = I understand and am comfortable with this topic.
2 = Although I am familiar with this topic, I would like additional information and assistance.
3 = I am not familiar with this topic and would like assistance.

	Confidence level (Please circle)	Information not needed at this time	On-site visit	Regional workshop	Information (e.g., fact sheets, videotapes, etc.)
Hearing					
Where to go for auditory assessments	1 2 3				
Typical development of auditory skills	1 2 3				
Hearing screenings	1 2 3				
Degrees and types of hearing loss	1 2 3				
How to interpret an audiogram	1 2 3				
Hearing aids/equipment	1 2 3				
Functional auditory training	1 2 3				
Other:	1 2 3				
IEP/IFSP Development and Implementation					
Assessment for program planning	1 2 3				
Development of the individualized program plan	1 2 3				
Coordination of the program plan meeting	1 2 3				
Implementation of individualized goals	1 2 3				
Age-appropriate activities (home, school, etc.)	1 2 3				
Teaching appropriate behaviors	1 2 3				
Reducing/managing inappropriate behaviors	1 2 3				
Adapting classroom materials	1 2 3				
Planning for maximum integration in regular program	1 2 3				
Other:	1 2 3				
Transition Planning					
Transition into early intervention programs	1 2 3				
Transition from early intervention into public schools	1 2 3				
Transition out of public education	1 2 3				
Personal Futures Planning	1 2 3				

Confidence Code:

1 = I understand and am comfortable with this topic.
2 = Although I am familiar with this topic, I would like additional information and assistance.
3 = I am not familiar with this topic and would like assistance.

	Confidence level (Please circle)	Information not needed at this time	On-site visit	Regional workshop	Information (e.g., fact sheets, videotapes, etc.)
Communication					
Determining communication needs of students (oral and written)	1 2 3				
Augmentative communication systems (e.g., electronic boards, communication boards, Braille, etc.)	1 2 3				
Sign language	1 2 3				
Cued speech	1 2 3				
Touch cues or object cues	1 2 3				
Facilitated communication	1 2 3				
Other:	1 2 3				
Assistive Technology/Adaptive Equipment					
Positioning students safely and comfortably	1 2 3				
Adapting equipment to meet the student's needs	1 2 3				
Lifting, carrying, and transferring	1 2 3				
Feeding equipment/techniques to assist with eating and drinking	1 2 3				
Technology applications for adaptive behavior	1 2 3				
Technology applications for academics or pre academics	1 2 3				
Adapting toys/materials	1 2 3				
Other:	1 2 3				

Related Services Survey

as recommended by the IEP/IFSP/ITP

DIRECTIONS:

1. Please complete one for each child on the registry.
2. Please indicate if the student receives services from any agency other than yours.
3. If you have questions concerning the definitions listed under service models below, please refer to the attached sheet for definitions.

Child's Name: ______________________ School: ______________________ Phone Number: ______________

Primary Service Provider's Name: ____________________ Address: ______________________________

Primary Service Provider's Degree: ____________________ Area(s) of Endorsement: ______________________

Dates of Degree: ____________________

	Physical Therapy		Occupational Therapy		Speech & Language Therapy		Vision Education Services		Orientation & Mobility Services		Audiology Services		Personal Assistant		Other (please specify)	
	Your Agency	Other Agency	Your Agency	Other Agency	Your Agency	Other Agency	Your Agency	Other Agency	Your Agency	Other Agency	Your Agency	Other Agency	Your Agency	Other Agency	Your Agency	Other Agency
Service Model (Indicate all that apply) DP = Direct pull out DI = Direct integrated DG = Direct small group IC = Indirect consultation CC = Integrated collaborative consultative M = Monitoring NP = Not provided E = Evaluation																
Frequency of service (e.g., once a week for 30 minutes; twice a week for 15 minutes each)																
Training or certification of staff (if known): (e.g., BS in Special Education; MS in Physical Therapy, certified assistant, uncertified)																

Definitions for Related Services Survey

DP (Direct/individual service in pull out model) The related service person provides individual training directly to the student after first separating them from the ongoing activity (e.g., orientation & mobility therapist works with the child in the hallway or a separate out-of-the-way corner of the classroom).

DI (Direct/individual service integrated into context) The related service person provides individual training directly to the student as a part of the routine activities within the setting (e.g., physical therapist works on equilibrium skills in sitting as the child is participating in an opening group activity sitting on the floor).

DG (Direct/individual service in a small group) The related service provider works with a group of eligible children simultaneously (e.g., speech therapist forms a small group of children with whom she provides direct therapy for each child as a member of the group).

IC (Indirect Consultation) The related service provider advises or assists the teacher, family, other caregivers and/or interventionists within the specific setting to carry out an individual child's intervention plan (e.g., physical therapist supplies illustrations to the family and primary service provider demonstrating best positions for the child in a variety of activities).

CC (Integrated Collaborative Consultation) The sharing of information and/or strategies among individuals of different disciplines and the primary service provider to ensure consistent, comprehensive, and functional programming (e.g., physical therapist, language therapist, and the primary service provider share ideas concerning how to position the child in order to maximize his/her communication skills across multiple natural environments).

M (Monitoring) The related service provider evaluates the student and plans activities to be carried out by another person trained and monitored on a regular basis by the provider (e.g., occupational therapist plans feeding routine for a child, trains an occupational therapist assistant to carry out the plan and monitors her on a regular basis to ensure appropriateness as well as to make modification in the routine when necessary).

NP (Not provided) this related service is not being provided by anyone at this time.

E (Evaluation) an evaluation and/or assessment of skills in this particular area has been recommended before determination of eligibility for the related service is made (e.g., child has been referred for a vision evaluation to determine level of sight).

APPENDIX B

Advisory Council Members

TREDS Advisory Council Members

Name	Affiliation
Bette Berry	Tennessee Department of Education
Mary Gregson	Tennessee Association for Persons with Multiple Disabilities and Deaf-Blindness
Yvonne Cartwright	Family Representative
Jill and James Thacker	Family Representatives
Donald Thompson	East Tennessee School for the Deaf
Gene Reeves	West Tennessee School for the Deaf
Harbans Dhindsa	Tennessee School for the Blind
Nancy Diehl	Project STEP (Parent Support and Empowerment)
Jennifer Butterworth	LRE for LIFE (Transition for Youth)
LaRhea Sanford	LEA Representative (Davidson County)
Mary Franks	Tennessee Infant Parent Services (Early Intervention)
Rebecca Reddy	VISIONS (Early Intervention)
Jo Ruta	Chattanooga State Technical Community College (Assistive Technology)
Ann Hampton	Tennessee Department of Education (CSPD)
Sarah Willis	Tennessee Department of Education (TEIS-Part H)

APPENDIX C

Workshops and Presentations

Project TREDS Presentations

Date	City/Site	Professional	Para-Professional	Family Member	Title
08/04/92	Gatlinburg, TN: LRE for LIFE Conference	*10			Augmentative Communication
08/04/92	Gatlinburg, TN: LRE for LIFE Conference	*12			Special Projects in Tennessee: How Do We Tap into Them?
09/12/92	Jackson, TN: TREDS West Tennessee Workshop	23		3	TREDS Sponsored Workshop
09/26/92	Nashville, TN: TREDS Middle Tennessee Workshop	33		5	TREDS Sponsored Workshop on Topics Such as: Assistive Devices, Programming in the Least Restrictive Environments
01/28/93	Nashville, TN: Leadership Conference on Least Restrictive Environment.	*15			Overview of the Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments.
02/04/93	Nashville, TN:: Collaborative Conference on Young Children with Special Needs and Their Families	*15			Assessing Visual and Auditory Skills of Children who are Difficult to Test
07/16/93	Brownsville, TN: Haywood County Schools	17			Activity-Based Programming.
07/16/93	Brownsville, TN: Haywood County Schools	28			An Overview of Children with Dual Sensory Impairments: Assessment and Programming.
07/23/93	Martin, TN: Summer Institute	25			Evaluating and Programming for Young Children who have Hearing Impairments.
08/06/93	Nashville, TN: Nashville Area Association on Young Children	8			Assessing Visual and auditory Skills of Children who are Hard to Test.
08/25/93	Cowan, TN: Cowan Elementary School	5	1		An Overview of Children with Dual Sensory Impairments: Assessment and Programming
09/18/93	Nashville, TN: TREDS Fall Workshop	*45			TREDS sponsored workshop on topics such as: Tangible Symbol Systems, Orientation and Mobility, Low Vision Aids, Touch Switches, Adaptive Toys, Personal Futures Planning
09/18/93	Nashville, TN: TREDS Fall Workshop	15		2	Home-Made Adaptive Seating.
10/01/93	Gatlinburg, TN: Tennessee Association on Young Children	7			Assessing Visual and Auditory Skills of Children who are Hard to Test
11/05/93	Chicago, IL: TASH Conference	*90	*5	*5	Poster Presentation: Project TREDS
11/11/93	Greeneville, TN: Upper East Tennessee Regional Workshop	27	3		Evaluating and Programming for Young Children who have Vision or Hearing Impairments.

Date	City/Site	Professional	Para-Professional	Family Member	Title
12/02/93	Union City, TN; Department of Health	*50			Hearing and Vision Screenings
02/19/94	Nashville, TN: Collaborative Conference	6	1	1	Hands-On Experiences Using Simulations
04/08/94	Cookeville, TN: TN Tech	15			Overview of Project TREDS
04/16/94	Nashville, TN: Harris-Hillman School	10	5	30	Poster Presentation: Project TREDS
05/21/94	Nashville, TN: TREDS Spring Workshop	30	6	3	TREDS sponsored workshop focused on specified topics (e.g. Library for the Hearing Impaired, VITAL Center, Cued Speech, Special Friends, Adaptive Toys, Tangible Symbol Systems, Hearing & Vision Simulations)
07/27/94	Clarksville, TN: Montgomery County Schools	20	4		Overview of Vision Development
07/27/94	Clarksville, TN: Montgomery County Schools	20	3		Overview of Hearing Development
08/01/94	Columbia, TN: Maury County Schools	9	1		Overview of Hearing/Vision Development
08/05/94	Franklin, TN: NAAYC	3			Hands-On Experiences Using Simulator
09/10/94	Nashville, TN Information Sharing Fair	45	5	5	Overview of Project TREDS
09/30/94	Nashville, TN: Susan Gray School for Children	14		1	Hands-On Experiences Using Simulations
11/08/94	Washington, DC: Project Directors Meeting	190		10	Poster Presentation: Project TREDS
11/30/94	Nashville, TN: Joint Conf. for Children with Disabilities	8			Developing Individualized Programs for Students with Deaf-Blindness in Inclusive School Communities.
12/09/94	Atlanta, GA: TASH Conference	14		1	Provision of Related Services to Children with Dual Sensory and Multiple Disabilities: Are We Approaching Best Practices Yet?
02/09/95	Nashville, TN: Collaborative Conference on Young Children with Special Needs and Their Families	113	15	22	Poster Presentations: Project TREDS, D-B Link, and TRACES.
02/09/95	Nashville, TN: Collaborative Conference on Young Children with Special Needs and Their Families	26	2	2	Developing IEP Goals for Preschool Children with Multiple Disabilities through a Collaborative Team Process: Reflecting the Whole Child.
03/21/95	Gallatin, TN: Sumner County Schools.	2	10	2	Understanding Hearing and Vision Loss.
03/31/95	Memphis, TN: Special KIDS Preschool	10		4	Overview of Hearing, Vision, and Programming for Young Children with Deaf-Blindness.
04/08/95	Knoxville, TN: Knoxville Area Association for the Education of Young Children	3	1	1	Hands-On Experiences Simulating Hearing, Vision, and Dual Sensory Impairments.
05/15/95	Nashville, TN: State Department of Education	11			Overview of Project TREDS new grant proposal.

Date	City/Site	Professional	Para-Professional	Family Member	Title
05/30/95	Nashville, TN: CMRA	2			Overview of Project TREDS new grant proposal.
06/06/95	Memphis, TN: Tennessee Early Intervention System (Part H)	11			Overview of Project TREDS new grant proposal.
06/08/95	Nashville, TN: State Department of Education	8			Overview of Project TREDS new grant proposal.
06/13/95	Fall Creek Falls (TN State Park): State Department of Education.	40			Overview of Project TREDS new grant proposal.
06/21/95	Nashville, TN: Department of Human Services, Services for the Blind	1			Overview of Project TREDS new grant proposal.
06/23/95	Nashville, TN: TREDS Summer Workshop	38		2	TREDS Sponsored Workshop on topics such as: Assistive Technology, Optical Aids, Funding Assistive Technology, Communication Programming, Functional Vision Assessment, Adapting Materials, and Sharing Resources and Information.
07/11/95	Smyrna, TN: Tennessee Services for the Blind (DHS)	15	6		Overview of Project TREDS new grant proposal.
08/04/95	Nashville, TN Nashville Area Association on Young Children	9			Let's Play Together: Adapting Activities for Children with Special Needs.
08/08/95	Knoxville, TN: The LRE for LIFE Project	7			Developing IEP Goals through a Collaborative Team Process for Elementary-Aged Students with Deaf-Blindness.
09/22/95	Jackson, TN: TREDS Fall Workshop	28		1	TREDS Sponsored Workshop on topics such as: Assistive Technology, Vision Screening, Functional Vision Training, Creating a Language Environment, the Van Dijk Approach, and Person-Centered-Planning.
09/22/95	Jackson, TN: TREDS Fall Workshop	12		1	Creating a Language Environment for Students with Deaf-Blindness.
09/22/95	Jackson, TN: TREDS Fall Workshop	7		1	Vision Screenings
09/22/95	Jackson, TN: TREDS Fall Workshop	10			Functional Vision Training

APPENDIX D

Technical Assistance and Consultation

Project TREDS Technical Assistance/Consultation

Date	City/Site	Professional	Para-Professional	Family Member	Type of T.A.
1/13/94	Nashville, TN: Tom Joy Elementary	1			Student observation / integration suggestions
1/14/94	Murfreesboro, TN: McFadden Elementary	1			Student observation / programming and integration suggestions
1/26/94	Nashville, TN: Una Elementary	1	1		Student observation / program suggestions
2/03/94	Shelbyville, TN: Shelbyville CDC	5		1	Home visit and IEP meeting
2/22/94	Memphis, TN: Fox Meadows School	4	2		Student observations / program suggestions
3/06/94	Johnson City, TN: Asbury Preschool	3	2		Student observation / program suggestions
3/06/94	Johnson City, TN: Johnson Academy	2		1	Student observation / program suggestions
4/06/94	Columbia, TN: JE Woodard School	1	1	1	Student observation / program suggestions/ photos taken for new brochure
4/12/94	Tullahoma, TN: Skills CDC	3	2	1	Student observation / program suggestions
4/14/94	Columbia, TN: Maury Regional Hospital	2		1	Student observation / program suggestions
5/05/94	Franklin, TN: home visit			1	Student observation / general information
5/11/94	Centerville, TN: Centerville Elementary	1	1	1	Student observation / program suggestion
5/16/94	Franklin, TN:	5		2	IFSP Meeting
5/17/94	Columbia, TN: Kings Daughter School	1		1	Student observation / program suggestions
6/01/94	Nashville, TN: Ross Elementary School			1	student observation / program suggestions
6/07/94	Belvidere, TN: Home visit	1		1	Student observation / program suggestions
8/31/94	Old Fort, TN: South Polk Elementary	1		1	Student observation / program suggestions
9/19/94	Rockvale, TN: Rockvale Elementary	9		1	IEP Meeting
9/27/94	Nashville, TN: Harris-Hillman	2			Student observation / program suggestions
9/29/94	Centerville, TN	1	1		student observation / program suggestions
10/11/94	Nashville, TN: Vandy Clinic	1		2	student observation (check vision)
10/20/94	Nashville, TN: Harris-Hillman	1			information concerning upcoming IEP
11/03/94	Nashville, TN			1	follow-up on parent concerns
1/19/95	Columbia, TN: JE Woodard Elem	2	1	1	student observation / program suggestions
2/15/95	Tullahoma, TN: Skills CDC	2		1	student observation / program suggestions
2/16/95	Nashville, TN: TSB	1	1	1	student observation / program suggestions
2/23/95	Collinwood, TN: Collinwood Elem	1	1		student observation / program suggestions

Date	City/Site	Professional	Para-Professional	Family Member	Type of T.A.
2/23/95	Waynesboro, TN: Waynesboro Middle School	1	1		student observation / program suggestions
3/02/95	Gray, TN: Daniel Boone	1	2		student observation / program suggestions
3/03/95	Powell, TN: Home visit			1	student observation / program suggestions
3/09/95	Ooltewah, TN: Ooltewah Elem	5	1	2	student observation / program suggestions
3/09/95	Ooltewah, TN: Ooltewah Elem	5	1	2	student observation / program suggestions
3/30/95	Bartlett, TN: Kate Bond Elem	1	2		student observation / program suggestions
4/04/95	Ooltewah, TN: Ooltewah Elem			1	student observation / program suggestions
4/04/95	Ooltewah, TN: Ooltewah Elem			1	student observation / program suggestions
4/04/95	Ooltewah, TN: Ooltewah Elem	4			Meeting with school staff to discuss program suggestions made
4/25/95	Dandridge, TN: Jefferson County High School	3	1	1	student observation / program suggestions
5/25/95	Nashville, TN: TSB	4		2	IEP meeting
10/18/95	Rockvale, TN: Rockvale Elem	2		1	meeting to plan inclusion schedule and include object cues

APPENDIX E

Information Dissemination and Referral

Project TREDS Information Dissemination and Referrals

Date	City/Site	Professional	Para-Professional	Family Member	Type of T.A.
4/21/94	Dickson, TN: Oakmont Elem	1			General Information on TREDS
5/04/94	Franklin, TN			1	Parent Support Information
5/06/94	Maury County, TN: Regional Hospital	1			General Programming Information
5/18/94	Old Fort, TN: South Polk Elem	1			General information / registry forms
5/25/94	McMinneville, TN: VISIONS			1	Resource listing
7/14/94	Waverly, TN	2			General Information on TREDS
8/08/94	Fort Campbell, KY	2		4	Info and referral / registry forms
8/10/94	Fort Campbell, KY	1			Information on hearing/vision and resource library listing
8/12/94	Trenton, TN	1			Vision information
8/17/94	Erin, TN (Houston County)0	4		4	General information on TREDS
8/29/94	Kingsport, TN			1	Referral packet and resource listing
8/29/94	Kingsport, TN			1	Referral packet and resource listing
8/29/94	Kingsport, TN			1	Referral packet and resource listing
9/16/94	Nashville, TN: Head Start	1			General information and resource listing
9/19/94	Dickson, TN	1			General information and resource listing
9/20/94	Clarksville, TN	1			General information and resource listing
10/06/94	Murfreesboro, TN	1			Referral packet
10/19/94	Huntsville, TN: Scott County Schools	1			Materials on assessment & programming for a child with a vision impairment
10/19/94	Nashville, TN	3			On-site visit for general information
10/20/94	Nashville, TN: Cloverbottom	1			Possible spring inservice
10/27/94	Franklin, TN	1			Call regarding Share Group
10/28/94	Nashville, TN	1		2	CSS & P.E.P.
10/31/94	Knoxville, TN: UT-KCARC	1			General information
11/01/94	Alamo, TN	1			Call for Collaborative Conference
12/16/94	Columbia, TN	1			set up observation
12/19/94	Ooltewah, TN			1	General information and new referral
12/27/94	Rockvale, TN			1	Sent info from TASH Conference
1/04/95	Memphis, TN			1	Sent registry form
1/09/95	Nashville, TN			1	General information about TREDS TA

Date	City/Site	Professional	Para-Professional	Family Member	Type of T.A.
1/11/95	Chattanooga, TN			1	General information / referred to Signal Center
1/12/95	Spring Hill, TN			1	New referral from P.E.P.
1/19/95	Columbia, TN	2	1	1	Sent programming suggestions
1/23/95	Columbia, TN	2		1	Sent reports from visit
1/27/95	Nashville, TN			1	General information on TREDS and possible visit
1/27/95	Nashville, TN	1			Scheduled observation
2/28/95	Pleasantville, TN			1	Referral from P.E.P.
2/28/95	Knoxville, TN	1			Sent written info on requested topics
3/02/95	Memphis, TN	1			Requested summer institute application
3/03/95	Nashville, TN	1			Requested into on transition from home program to preschool
3/06/95	Columbia, TN	1		1	Follow-up phone call after visit
3/06/95	Gray, TN	1			Sent TA report and suggestions
3/10/95	Arlington, TN	1			General information
3/14/95	Ooltewah, TN			1	Sent TA report and suggestions
3/15/95	Knoxville, TN	1			Sent letter and written information requested
3/15/95	Knoxville, TN			1	Sent letter, brochure, and resource library
3/16/95	Tullahoma, TN	1			Follow-up phone call
3/16/95	Waynesboro, TN	1			Follow-up phone call
3/16/95	Knoxville, TN	1			Request to contact Judy Cameron at TSD regarding a referral
3/21/95	Knoxville, TN	1			Sent referral packet
3/22/95	Jackson, TN: CMRA Conference	1			General information on TREDS
3/22/95	Memphis, TN: CMRA Conference	1			General information on TREDS
3/23/95	Trenton, TN: Family Literacy Conference	1			General information on TREDS
3/23/95	Nashville, TN: Family Lit. Conf	2			General information on TREDS
3/23/95	Nashville, TN: Family Lit. Conf	1			General information on TREDS
3/23/95	Nashville, TN: Family Lit Conf	1			General information on TREDS
3/23/95	Nashville, TN: Family Lit Conf	1			General information on TREDS
3/23/95	Nashville, TN: Family Lit Conf	1			General information on TREDS
3/23/95	Nashville, TN: Family Lit Conf	1			General information on TREDS
3/25/95	Memphis, TN: TN Chapter of Alexander Graham Bell	1			General information on TREDS

Date	City/Site	Professional	Para-Professional	Family Member	Type of T.A.
3/25/95	Memphis, TN: TN Chapter of Alexander Graham Bell			1	General information on TREDS
4/03/95	Memphis, TN	1			Thank you letter and attempt to reschedule part two of presentation
4/12/95	Ooltewah, TN			1	Sent TA report and suggestions
4/12/95	Ooltewah, TN	1			Sent TA report and suggestions
4/18/95	Ooltewah, TN	1			Sent letter and article - adapting env
4/18/95	Gray, TN	1			Follow-up phone call
4/26/95	Lewisburg, TN	1			sent information on: object communication, environmental factors and vision, brochure, and resource library
5/02/95	Centerville, TN: IEP meeting	3			General information on TREDS
5/02/95	Gallatin, TN: TEIS Advisory meeting	1			General Information
5/04/95	Columbia, TN	1			Sent info on vision problems and VISIONS phone number
5/05/95	Dandridge, TN	3	2		Sent TA report and suggestions
5/05/95	Dandridge, TN			1	Sent TA report and suggestions
5/05/95	STATEWIDE	1025	54	59	Mail out for upcoming workshop
5/08/95	Nashville, TN	1			Inquired if 7 particular children were on our registry
5/09/95	Nashville, TN	1			Sent letter, registry form, and parent form for 6 children
5/09/95	Jackson, TN	1			Letter with info on KY's Family Resource Center & Alamo, TN
5/09/95	Ooltewah, TN	1			Follow-up phone call
5/09/95	Ooltewah, TN			1	Sent copy of letter and recommendations from 4/12/95
5/09/95	Ooltewah, TN			1	Follow-up phone call
5/10/95	Macon County, TN	1			Referred her on to residential services, Coalition, and ARC
5/14/95	Centerville, TN	2			Requested resources on community-based programs and instruction
5/19/95	Nashville, TN: ICC meeting	1			General information
5/19/95	Nashville, TN: ICC meeting	1			General information
5/19/95	Nashville, TN	1			Phone call about IEP meeting
5/26/95	Knoxville, TN	1			Sent info to teacher at TSD

Date	City/Site	Professional	Para-Professional	Family Member	Type of T.A.
5/30/95 6/05/95	Knoxville, TN	1			Phone call from Mr. Trexel for general information
6/09/95	Nashville, TN	1			Set up meeting for collaboration with Services for the Blind
6/09/95	Dover, TN			1	Sent workshop flyer and brochure
6/13/95	Shelbyville, TN	1			Sent info on Autism
6/14/95	Knoxville, TN	1			Sent into for new referral
6/15/95	Shelbyville, TN	1			Sent info on IDEA form Federal Register
6/23/95		1			Sent info on home-made switches
6/23/95	Kingston, TN	2			Sent number for Carol McCarroll and light box instructions
6/27/95	Nashville, TN	1		1	Sent registry, brochure, parent form, and resource library
6/27/95	Nashville, TN	2			Meeting to discuss collaboration with Voc Rehab (DOE and DHS)
6/27/95	Nashville, TN	3			Sent info on how to make switches
6/30/95	STATEWIDE			16	Sent info about workshop for families on transition
7/06/95	Nashville, TN	1			Sent info on curricula for preschool for LEAs
7/07/95	Knoxville, TN	1			Requested training that will certify her to contract (like TIPS)
7/11/95	STATEWIDE			16	Sent info about workshop for families on transition
7/12/95	Nashville, TN	1			Collab meeting about inclusion and transition
7/12/95	Nashville, TN	1			Collab meeting about CSPD
7/12/95	Nashville, TN	1			Collab meeting about "Make a Difference ' Initiative
7/20/95	Nashville, TN	1			Referred by Pat Deckner - wants info on behavior
7/24/95	Knoxville, TN	1			General information
7/24/95	Knoxville, TN			1	Sent info about TREDS and TRI-WALL Pattern Book
7/25/95	Nashville, TN			1	Info resources for TN Voices for Children Conference
7/27/95	Middle TN			22	Sent copy of info on 8/12/95 P.E.P. workshop
8/02/95	Ooltewah, TN			1	Discussion about programming concerns
8/95	STATEWIDE	1025	54	59	Sent out TREDS newsletter and flyer about 9/22 workshop
8/03/95	Chattanooga, TN	1		1	Wanted contacts for adults with deaf-blindness
8/03/95	Knoxville, TN	1		1	Sent article with chair inserts and tables

Date	City/Site	Professional	Para-Professional	Family Member	Type of T.A.
8/15/95	Johnson City, TN	1			Requested directions for completing Functional Vision Screening
8/24/95	Trimble, TN			1	Requested copy of resource library and NORD info
8/29/95	Nashville, TN			1	General Information
8/29/95	Nashville, TN			1	General Information
9/12/95	Primm Springs			1	Sent info on TREDS and referral packet
9/15/95	Murfreesboro, TN	1			Requested TREDS brochures
9/15/95	Winchester, TN	23		2	Gave general information about TREDS to newly formed Share Group
9/20/95	Jackson, TN	1			Spoke with parent about attending TREDS Fall workshop / sent info on TREDS

APPENDIX F

TREDS Brochure

TREDS is a project of Vanderbilt University's John F. Kennedy Center for Research on Human Development in cooperation with the Tennessee Department of Education Division of Special Programs. TREDS is supported by a grant from the U.S. Department of Education, Office of Special Programs, CFDA Grant Number 84.025A.

For additional information call or write:

CAREN MILLEN WAYBURN
Program Coordinator
LISA J. HIRTZER
Technical Assistance Specialist
Box 328 Peabody College
Vanderbilt University
Nashville, TN 37203
Nonlocal: (800) 288-2266
Local: (615) 322-8277
Fax: (615) 343-1570

BETTE BERRY
Consultant, Speech and Deaf-Blind
Tennessee Department of Education
Division of Special Education
Gateway Plaza, 8th Floor
710 James Robertson Parkway
Nashville, TN 37243-0380
(615) 741-2851

TREDS Co-Directors
EVA HORN, PH.D.
Assistant Professor of Special Education
ANNE CORN, ED.D.
Professor of Special Education
Department of Special Education
Peabody College, Vanderbilt University

The John F. Kennedy Center for Research on Human Development is one of a network of national centers for research on mental retardation and other developmental disabilities. Its aims are to better understand human development, to prevent and solve developmental problems, and to enable persons with developmental disabilities to lead productive, independent lives.

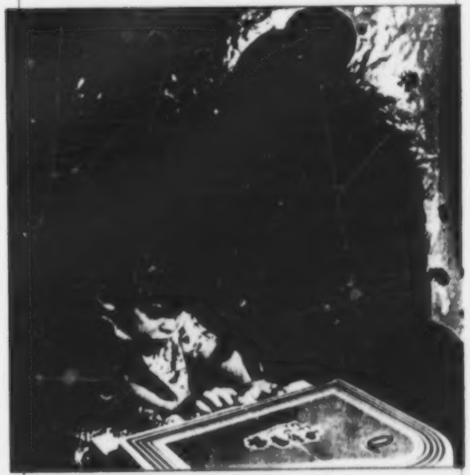
TREDS
Box 328 Peabody College
Vanderbilt University
Nashville, TN 37203

JOHN F. KENNEDY CENTER
Peabody College, Vanderbilt University

TREDS

Tennessee Outreach Project for Children and Youth with Dual Sensory Impairments (Vision and Hearing)
A Technical Assistance Program

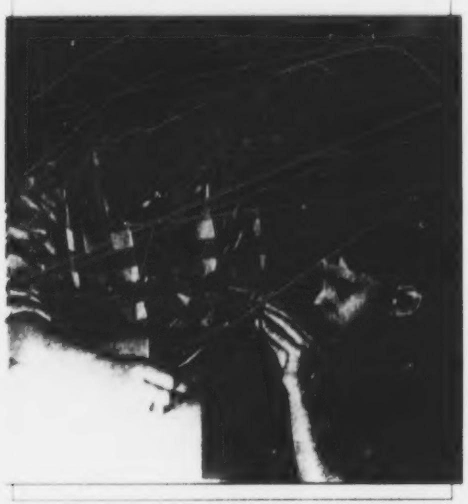
In cooperation with
Tennessee Department of Education
Division of Special Programs



BEST COPY AVAILABLE

Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments

TREDS, the Tennessee Outreach Project for Children and Youth with Dual Sensory Impairments, is a federally funded program that provides technical assistance to individuals, from birth through age twenty-one, with both vision and hearing impairments. At present these individuals are both under-identified and under-served. This program is designed to improve the accuracy of identification of infants and toddlers with dual sensory impairments, as well as children and youth. It equips families, educators, and other professionals with the knowledge and skills needed to improve educational outcomes.



Who can benefit from TREDS?

- Infants, toddlers, children, and youth with dual sensory impairments (birth through 21 years).
  Impairments range from no hearing and vision to functional impairments—for example, children whose vision and hearing cannot be determined using conventional measures, those who require adaptations in both auditory and visual modes of instruction, or those who do not respond to auditory or visual cues in their environment.
- Families of persons with dual sensory impairments
- Local education agencies
- State and community service agencies
- Health care professionals

What does TREDS offer?

- Technical assistance
- Parent support and empowerment
- Early intervention service coordination
- Transition from school to work and personal futures planning
- Resource library
- Identification of children and youth
- Maintenance of the Deaf-Blind Registry

Vanderbilt University is committed to principles of equal opportunity and affirmative action
Published by University Publications and Design 1994
Photographs by Larry Wilson

The Deaf-Blind Registry

The Deaf-Blind Registry consists of demographic information (for example, age, sex, date of birth) of each child with both hearing and vision impairments who is served by a local school system, state supported school, or community agency.

It is essential that Tennessee children with both hearing and vision impairments be identified so that the State can provide needed services. Children and youth are registered so that state and federal agencies can track information on students served through special education.

A family member or any professional working with a child can register the child by contacting TREDS staff by phone or by writing to the address on this brochure.

BEST COPY AVAILABLE

APPENDIX G

TREDS Newsletter

January 1995

TREDS

THE TENNESSEE OUTREACH PROJECT FOR CHILDREN AND YOUTH EXPERIENCING DUAL SENSORY IMPAIRMENTS

Published by TREDS
John F. Kennedy Center
Vanderbilt University
Nashville, TN

TREDS

TREDS is a federally funded program which provides technical assistance to individuals, birth through 21, with dual sensory impairments. ***TREDS*** supplies assistance in the form of in-service training, IFSP/IEP/ITP planning, programming suggestions, and resources for educational personnel, families, and others who work with these individuals. The ***TREDS*** Project is located at Peabody College of Vanderbilt University under contract with the Tennessee State Department of Education, Division of Special Education. It is supported by a Grant from the U.S. Department of Education, Office of Special Education Programs, CFDA Grant Number 84:025A.

Census Update

TREDS staff are currently preparing the annual census for individuals between the ages of birth and 21 who have a dual sensory impairment. Individuals throughout the state of Tennessee who have both hearing and vision impairments should be enrolled on this census. Funding that you are cuurently receiving for these individuals will not be affected by enrolling them on the TREDS census.

Registry information forms along with a letter from Joe Fisher (Assistant Commissioner) explaining the deaf-blind census were sent out between November and December to all LEA's, State Agency Schools, DMH/MR Programs, Head Start Programs, TEIS Service Coordinators, and TIPS Service Coordinators. If you have students in your school system or agency who have limitations in both hearing and vision, please complete a registry information form and send it back to TREDS. Even students who are currently on the state census will need to have updated registry forms completed.

During January and February, TREDS staff will be contacting service providers to obtain the necessary information on those students who do not have a complete 1995 census form. We thank you in advance for assisting us with this process. When you are contacted, please let us know if we can be of any assistance to you. Agencies and family members who have a child enrolled on the census have the opportunity to request technical assistance from TREDS staff at any time.

Once we have all of the completed forms, we will begin preparing the annual census report. This is submitted to the Federal Government in the middle of March each year.

Grant Proposal

TREDS is in the final year of its three year funding cycle. We have enjoyed having the opportunity to meet many of you during this time. The current funding will expire the end of September of this year. The funding cycle for the next grant is a four year period rather than three and would begin on October 1, 1995. We would like to thank everyone who wrote letters of support for us to include in our application packet. We look forward to seeing and working with all of you in the future.

Resource Library

Don't forget to check with our Resource Library if you are interested in borrowing materials on a specific topic. We have an extensive videotape collection as well as many books and pamphlets. Call our office at (615) 322-8277 or (800) 288-2266 to request a specific item or a copy of the listing of materials in the Resource Library.

PARENTS ENCOURAGING PARENTS (P.E.P.)

P.E.P. is Tennessee's statewide parent-to-parent support network for families whose children have some type of special need or chronic illness. Families who are in need of specific information or are going through a difficult time are matched with a family who has a child with similar needs or who has been in a comparable situation. To find out more about this program, please call Pat Zappulla at (615) 741-0361.

COLLABORATIVE CONFERENCE

Tennessee's Third Annual Collaborative Conference on Young Children with Special Needs and Their Families will be held February 8-11, 1995 in Nashville, TN. The conference will take place at the Sheraton Music City Hotel located at 777 McGavock Pike. Conference attendance is limited to 750 participants and positions will be filled on a first-come, first-serve basis.

Concurrent sessions will take place several times a day and will focus on the following strands: Assessment and Curriculum, Family, Health and Related Issues, and Administrative/Policy/Service System Issues. Two plenary sessions will also be offered this year. One will focus on the family, the other on consumers.

On Thursday evening (February 9th) from 6:00 until 7:30 p.m. there with be a reception, poster session, and silent auction. The poster session will feature numerous displays including TREDS, D-B Link (the national information clearinghouse on children who are deaf-blind), and TRACES (Technical Assistance for Children who are Deaf-Blind).

If you are interested in attending, early registration is recommended. The pre-registration deadline is January 25, 1995. For more information contact Doris Mattraw at **(615) 741-2851.**

Technical Assistance Survey

We would like to thank each of you who completed the technical assistance surveys which were sent out to service providers last Fall. We appreciate your cooperation! Information from these surveys will be used to develop local, regional, and statewide workshops/inservices based on the indicated needs. This information will also assist us when planning individualized consultations.

Perkins Summer Institute

Perkins School for the Blind in cooperation with Florida State University will be hosting a summer training institute on "Communication for Learners Who Are Deaf-Blind." The training will take place at the Delta Orlando Resort in Orlando, Florida from July 22nd through July 27th. Two participants from the state of Tennessee will be funded to attend this institute. Funding will cover tuition (2 graduate credits), travel, food, and lodging. Proof of a bachelor's degree is required for registration. Additional information along with an application will be mailed out the middle of this month. If you are interested in attending this institute, please complete the application and return it to TREDS before March 15th. The applications will then be reviewed and two participants will be selected.

Tennessee Cued Speech Family Network

Donna Consacro, parent contact, offered and led a course this past November and December to train individuals interested in learning the basics of Cued Speech. The course consisted of four sessions, each lasting 2 hours. Ms. Consacro intends to repeat this course in the Spring using a similar schedule. If anyone is interested in learning how to "Cue" or would simply like to have additional information about Cued Speech, please contact Donna at **(615) 322-8277.**

Preschool Transition Meeting for Davidson County Schools

The Metropolitan Nashville Public Schools are hosting transition meetings for parents who are interested in receiving information about Preschool Special Education services for children who are 3 and 4 years of age. They are held the second Wednesday of each month (from October through April) from 10:30 am until 12:00 noon. The meetings take place at Martha Vaught School which is located at 160 Rural Avenue. If you have any questions concerning these meetings, please call the Preschool Special Education Office at **(615) 353-2075.**

Possible Indicators of Hearing or Vision Impairments

Children often exhibit behaviors which can serve as possible indicators of vision or hearing difficulties. Service providers and/or family members should observe the child over time to determine if they are consistently exhibiting several of these behaviors. (NOTE: We should be cautious not to assume that children have a loss merely because they exhibit one or more of these behaviors in isolated instances.) After observing and documenting these indicators, it is then the responsibility of the adult to refer the child for an evaluation to determine if there is a loss in either one of these sensory areas.

Behaviors that may indicate a HEARING impairment

Does the child:

- fail to react to loud noises?
- sit very close to the television or turn the volume up excessively loud on the stereo?
- talk in a loud voice?
- seem confused when verbal directions are given in noisy environments such as playgrounds, child care centers, or school cafeterias?
- indicate agreement (nods head) when he/she does not understand what was said?
- have difficulty locating the sources of sounds?
- fail to recognize and respond appropriately to words or common home noises (telephone, door knock, television)?
- understand better when looking directly at the person speaking?
- have little or no language as compared to other children?
- produce speech sounds incorrectly?
- frequently ask to have things repeated (e.g., "huh" or "what") or follow directions incorrectly?
- function below potential in school?
- have behavior problems at home and/or at school?
- tend to be withdrawn or moody?
- have frequent earaches, colds, running ears, upper respiratory infections, or allergies?
- complain of ringing in the ears or that sound is muffled?

Behaviors that may indicate a VISION impairment

Does the child:

- often bump into persons and/or objects?
- have difficulty walking or crawling smoothly across shadows or areas that look different (carpet or tiles)?
- need to touch or have an object close to his or her face to identify it?
- prefer only brightly colored or shiny objects?
- have difficulty reaching for and grasping objects in a coordinated manner?
- squint, cover, or close one eye when looking at objects?
- have difficulty doing small motor tasks like puzzles?
- usually turn toward a light source?
- fail to recognize and respond to familiar faces?
- have difficulty following moving objects with eyes?
- lose interest or tire easily when performing close tasks?
- have eyes that are red, watery, or not clear?
- frequently rub or poke eyes?
- tilt head or appear to strain forward while looking at an object?

STATEWIDE RESOURCES

The following statewide resources are available to service providers and families of individuals who have hearing impairments.

THE EAR FOUNDATION AT BAPTIST HOSPITAL
2000 Church Street
Box 111, Nashville, TN 37236
(615) 329-7809 (Voice/TDD)

LIBRARY SERVICE FOR THE HEARING IMPAIRED
700 Second Avenue, South - Room 211
Nashville, TN 37210
(615) 862-5750
(800) 342-3262 (Voice/TDD)
TTY News Service
(615) 880-2600 (local)
(800) 342-3264 (state)

MENIERE'S NETWORK
The EAR Foundation
2000 Church Street
Box 111
Nashville, TN 37236
(615) 329-7809 (Voice/TDD)

REHABILITATION SERVICES ADMINISTRATIVE OFFICE
400 Deadrick Street, Suite 1100
Nashville, TN 37248-6300
(615) 741-5644 (Voice/TDD)

TN ASSOCIATION OF THE DEAF/BLIND
124 Browns Ferry Road
Chattanooga, TN 37419-1705
(615) 821-9400 (TDD Only)

TN COMMITTEE ON EMPLOYMENT OF PEOPLE WITH DISABILITIES
400 Deadrick Street, 11th Floor
Nashville, TN 37219
(615) 741-2095 (Voice/TDD)

TN COUNCIL FOR THE HEARING IMPAIRED
400 Deadrick Street, Suite 1100
Nashville, TN 37248-6300
(615) 741-5644 (Voice/TDD)

TN CHILDREN'S SPECIAL SERVICES- FAMILY SERVICES
10th Floor, TN Tower
312 8th Ave N.
Nashville, TN 37247-4701
(615) 741-7353

TN RELAY CENTER
7104 Crossroads Blvd., Suite 101
Brentwood, TN 37027
(800) 848-0298 (TDD Users)
(800) 848-0299 (Voice Users)

TN INFANT PARENT SERVICE (TIPS)
2725 Island Road Home Blvd.
Knoxville, TN 37920
(615)579-2456 (Voice/TDD) 24-hour answering machine

TN SCHOOL FOR THE BLIND
115 Stewarts Ferry Pike
Nashville, TN 37214
(615) 885-2451

TN SCHOOL FOR THE DEAF
2725 Island Home Blvd.
Knoxville, TN 37920
(615) 594-6022 (Voice/TDD)

TN SCHOOL FOR THE DEAF
100 Berryhill Drive
Jackson, TN 38301
(901) 423-5705

**The Focus Flyer on expressive communication enclosed in this newsletter was provided by the Mississippi Services for Individuals who are Deaf-Blind. For more information contact Kathleen Stremel or Becky Wilson at:

University of Southern Mississippi
Department of Special Education
Southern Station, Box 5115
Hattiesburg, MS 39406-5115
(601) 266-5135
(800) 264-5135

TREDS staff are available to offer technical assistance throughout the state of Tennessee to families or service providers of individuals with combined hearing and vision impairments.

Caren Wayburn - Project Coordinator
Lisa Hirtzer - Technical Assistance Specialist
Donna DeStefano - Technical Assistance Specialist
Eva Horn - Project Director
Anne Corn - Project Codirector
Janet Smith - Project Secretary

JOHN F. KENNEDY CENTER
PROJECT TREDS
VANDERBILT UNIVERSITY
BOX 328 - PEABODY COLLEGE
NASHVILLE, TN 37203

NON-PROFIT ORGANIZATION
U.S. POSTAGE
PAID
NASHVILLE, TN
Permit No. 1466

Number 4
April 1994

Mississippi Services for Individuals Who Are Deaf-Blind

(((((((((((((FOCUS FLYER)))))))))))))

"Focusing on Quality Services to Infants, Children, and Young Adults Who Are Deaf-Blind"

TOPIC: Expressive Communication

-Kathleen Stremel- -

WHAT IS EXPRESSIVE COMMUNICATION? Expressive Communication involves sending a message to another person(s) for the purpose of: (a) making something happen, or (b) stopping something that is happening. Children and youth who are deaf-blind may communicate with others in many different ways. It is important that parents, siblings, and service providers be responsive to the communication expressed by the child/student who is deaf-blind, and that they provide opportunities for expressive communication to occur.

The purpose of this flyer is to:

- Discuss the reasons or uses of expressive communication.
- Discuss the many forms that may be used for expressive communication.
- Discuss the progressive nature of communication development.
- Encourage parents and service providers to be more responsive to their child's current forms of communication.
- Encourage parents and service providers to develop a "Map" of their child's current and future expressive communication needs.

Throughout this flyer, the name Lee will be used as an example to represent any infant, child, or young adult who is deaf-blind. Think of Lee as your child or the student in your classroom.

WHY DO CHILDREN/STUDENTS COMMUNICATE? (REASONS TO COMMUNICATE)

The primary reason that everyone communicates is to get an outcome. What will happen if parents and service providers do not expect Lee to communicate, and they do everything for him? Lee may learn that: (a) "I don't need to do a thing and I get fed, dressed, and rocked, and/or (b) "Nothing I do gets me anything or anywhere...so..I'll just stop trying to communicate." What are the early reasons for Lee to communicate?

First, **Protest or Rejection** is used to get another person to stop! Even if Lee doesn't talk, his message may mean:

- "Don't touch me!"
- "I don't want another bite!"
- "I don't like that!"
- "Stop doing that!"

Second, **Attention** is used to get people to attend. Lee's message may mean:

- "Mama."
- "Come over here!"
- "Hey, here I am...look at me!"

Third, **Requesting Continuation** is used to get more of an activity or get more of an object. Lee's message may mean:

- "I want another bite."
- "I need more work."
- "More bouncing, please."
- "I want to play ball some more."

Fourth, **Requesting or Making a Choice** is used to express wants, needs, and preferences. Lee's message may mean:

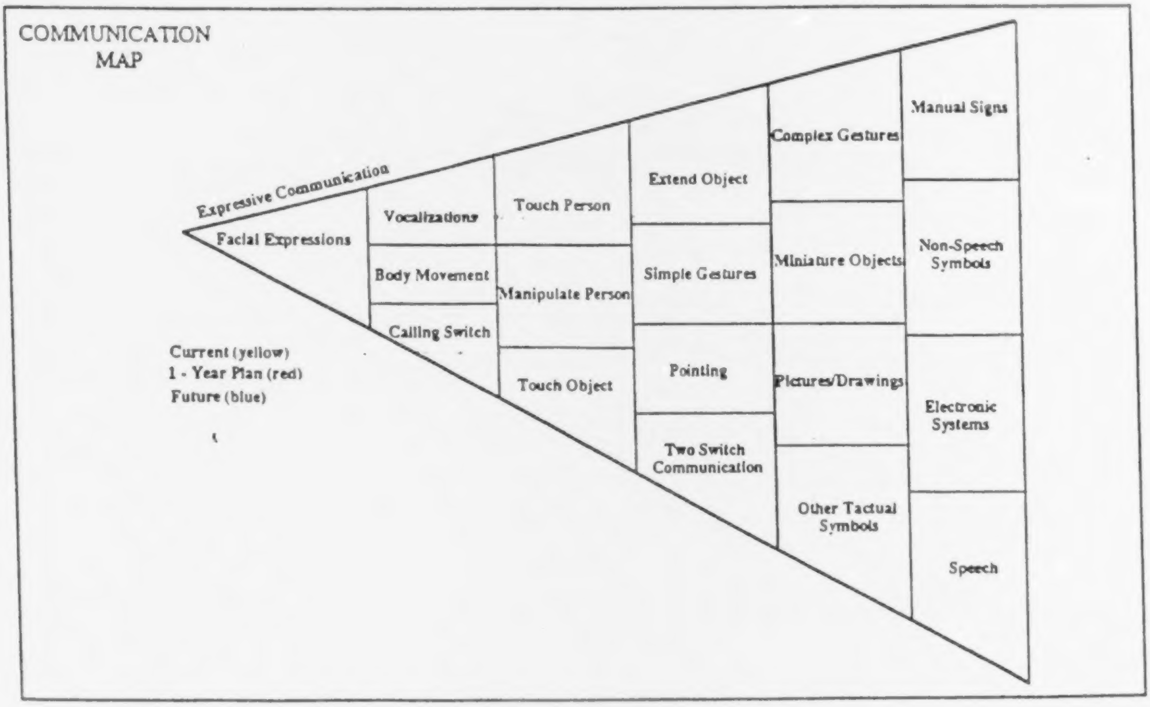
- "I want chocolate milk." (not more food)
- "I'd like a hamburger." (not a drink)
- "I need a break from my work."

Later, other reasons to communicate may be needed. These reasons may include:
Greetings and Social Comments, such as "Hi," "Bye" and "Thank you."
Offering, such as "Would you like some?" or "Here, have some of mine."
Comments, such as "Mine," "This is good," or "The table is dirty."
Reply, such as "Okay" or "Later."
Remember: The messages, provided as examples above, may be expressed in many different ways other than speech or signs.

HOW DO CHILDREN/STUDENTS COMMUNICATE? (WAYS TO COMMUNICATE)

Initially, Lee's mom and dad "read" his cries and movements as having meaning even though Lee did not purposefully communicate his needs to anyone. People began to respond to Lee's movements and facial gestures as communication. Then, Lee began to understand that his movements made certain things happen...he was beginning to have some control over his world. Later, Lee's mom, dad and teacher got together to figure out how Lee could communicate with more people and in new ways. The Expressive Communication Map presented below can be used as a guide for three purposes:

1. To determine the ways in which your child is able to communicate with you right now (Current),
2. To determine the way or ways in which your child can be taught to communicate during the next year (IEP Objectives), and
3. To determine the ways that your child might be able to communicate in the future (Visionary Planning).



As you look at the map you will notice that, initially, the "ways" to communicate are simple and concrete. As you move across the map you will see that the ways to communicate become more difficult. Lee is able to use a number of different ways to communicate the same message. When Lee does this, he is showing more "purposeful" communication behavior.

Service providers and parents should discuss:
- How many different ways the student is communicating currently,
- The new ways that could be taught during the year, and
- Possible ways that may be taught in the next five years.

You may use the color-coding that is shown, or you may make up your own. Parents should be given a copy and a copy should be placed with the child's records. Too often, the child's communication system is not planned or maintained during periods of transition. When that occurs, valuable time may be wasted by: (a) changing the child's program when the current one is working, (b) trying things that didn't work in the past, or (c) teaching something that the child already knows. The explanations and examples of the different forms or ways in which your child may communicate are listed below.

EXPRESSIVE COMMUNICATION FORMS (WAYS TO COMMUNICATE)

EXPLANATION	EXAMPLES
Facial Expressions - These early forms may not be purposeful communication, but simply reactions. Lee's reactions may indicate pleasure or displeasure.	Opens mouth for more. Turns head away. Smiles or grimaces.
Vocalizations - Early vocalizations may indicate pleasure or discomfort/ distress. Parents may notice that when Lee is uncomfortable or not pleased, his vocalizations are louder, longer, and have different inflections than when he is happy.	Cries to indicate discomfort. Makes soft "u" sound when rocked. Makes loud "a" sound when music goes off. Makes gentle "wee" sound when swinging.
Body Movement - Lee may use large body movements or more specific body movements to express his wants. Initially this may be used as a protest or to request more. At this point, Lee is demonstrating that he anticipates that an activity will continue. Purposeful communication will occur only if other people are responsive to Lee's specific movements.	Moves body when person starts rocking him and stops. Moves body back when person starts giving a back rub and stops. Turns head away from disliked food.
Switch Activation (physical control) - Early assistive technology may include a switch that is connected to a tape recorder (for music), a fan, a vibration pillow, or lights. This is not a communication response, but this may be teaching Lee cause-and-effect. Hopefully, he will learn that if he makes a certain movement, he can have some control over his physical environment.	Touches Big Yellow plate switch (AbleNet) to turn on fan. Touches vibration pillow (Toys for Special Children). Pulls strings on Pull Switch (AbleNet) to turn on bright lights.
Switch Activation (social control) - If Lee is not able to get other people's attention by vocalizations, by physical touch, or going to them, he should be taught other ways of calling or getting people's attention. A switch may be hooked up to a tape recorder that has a loop tape with a recorded message, "Come here, please." A simple buzzer may also serve as a calling device to get people's attention.	Activates a buzzing device in a job placement to indicate, "Need help" or "Need more work." Presses a switch with a red satin heart that is connected to a tape recorder that says, "Give me a hug."
Touch Person - Lee will need to learn that things in his environment don't just happen. Other people can control outcomes if he communicates to them. If Lee has the motor ability to touch another person to communicate, this is important to teach. In order to show that Lee has purposeful communication, he must look, turn to, or touch another person to purposefully communicate to that person. This can be done by eye gaze (if Lee has enough vision to do this). It can be done by moving one's body toward the other person or it can be done by touching the other person. Initially, Lee may only touch you if you place your hand 1/2 to 1 inch from his hand. Then, you can begin to move your hand away so that he has to extend his hand farther to touch you.	Touches Mom's hand to get another bite. Touches Dad's arm to get more tickling. Pushes brother's face away to indicate, "Leave me alone."

Manipulate Person - Once Lee can touch a person, he may begin to take the person's hand and move it toward him or toward an object that he wants. We can help make this happen if we don't move our hands immediately when he touches us. In this way, Lee will have to work a little bit harder to make something happen (outcome).	Pulls Mom's hand (with the spoon) to his mouth. Pulls Dad's arm to his tummy for more tickling. Pushes peer's hand to open locker in the high school.
Touch Object - We also want Lee to touch one (out of two or more) objects to request a choice. At first, do not provide him with two "good" choices. Use an object he dislikes (a cool washcloth) and one he likes (oatmeal with cinnamon). This gives Lee a reason to touch one object and not the other. Later, you can use two items, which he likes, to allow him to make choices. Lee may turn his cheek to touch the object if he does not have use of his arms or hands. He may move his hand only an inch to touch the chosen object. A physical or occupational therapist may help determine the best motor movement.	Touches warm applesauce. Touches keys (to go riding) versus paper towel. Touches waistband to indicate, "Go to bathroom."
Extend Objects - Lee will be able to extend objects only if he has the motor ability. All children will not have this ability, and all objects can not be extended. At first, Lee may extend the object only a short distance. Gradually, he will learn to extend the object farther. At first, Lee may extend objects to you to get something in return (Remember...outcomes).	Extends cup to get more milk. Extends money holder for you to put in his "wages." Extends bowl for more popcorn. Extends lunch ticket to manager in cafeteria.
Simple Gestures - Simple gestures should be taught before manual signs (if Lee has the motor ability). You and I use gestures to communicate every day. Lee will still use simple gestures even though he may learn other complex ways to communicate.	Waves "Hi"/"Bye." Gestures "Mine." Gestures "Eat." Gestures "Finished."
Pointing - Children without disabilities begin to point to people and objects before they learn to say their first words. Often, their first words may be paired with pointing. We all point on occasion to communicate something to somebody (especially in quiet places, like church). Of course, Lee's ability to point will depend on how well he is able to see and how well he can use his fine motor skills. Many children who are deaf-blind will not be able to use pointing as a way to communicate. This form will have to be omitted. However, if Lee has enough vision to see large objects or large pictures and has good motor skills, we want to teach him to point as a way to communicate.	Points to a light to get person to look. Points to Daddy when he gets home from work. Points to door to go outside. Points to clock/watch with large numbers to indicate, "Time to go to work."
Two/Three Choice Communication Systems - Once Lee is able to make a choice from two objects, we want to increase the number of choices. He may do this by pushing a switch on a Three-Choice-Light/Buzzer device (Toys for Special Children) to express his choice of the three items or he may push one of several switches that activate different messages on a tape recorder. If Lee is not able to make simple choices with objects, a more expensive communication system will probably not work either. Remember, no system is magic.	Uses eye gaze to look at one of four objects velcroed to a plexiglass form. Touches one of three switches to get desired item at lunch. Activates one of two switches to communicate where he wants to go (miniature objects may be velcroed to the switch; once Lee learns that these may represent real objects or activities).
Complex Gestures - Once Lee is able to use a few simple gestures, then more gestures may be taught. Think of gestures that we may use instead of talking.	Gestures "Want." Gestures "Put in here." Shrugs shoulders to indicate, "I don't know." Gestures "Come." Shakes head "No" and "Yes."

Miniature Objects - Lee has learned to associate object cues with people and activities in his receptive communication program (see Focus Flyer #3). He is now able to use small objects that are associated with an activity as a way to express his wants and needs. Now he can communicate about more things in his environment. ....

Hands handle bar grip to P. E. teacher to request exercise bike.
Presses button on a Touch Talker (Prentke Romich) that has small objects glued to each of the buttons.
Extends one of five small objects (velcroed on a wheelchair tray) to the teacher to indicate where he wants to go.

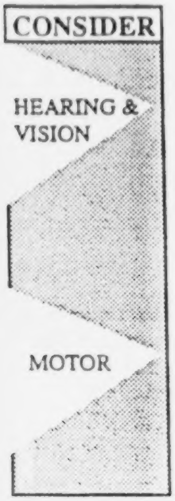
Pictures and Line Drawings - Lee may have enough vision (when he wears his glasses) to see picture symbols (black drawings/Mayer-Johnson) even though he can't identify photographs. Line drawings are less expensive than miniature objects and take less time to find. If Lee can see and understand these, we can use these as we increase his vocabulary. Lee's vocabulary can be gradually increased. ....

Selects picture of swing to indicate, "I want to swing."
Presses a 3-Choice Switch with a picture of a bucket indicating, "Need bucket to clean table in cafeteria."
Points to a line drawing of a red square to indicate, "Put me on the red mat."

Symbolic Communication - Manual signs, written words, systems with braille, and speech words are true symbols. They are abstract systems. Lee must understand that there is a 1 to 1 relationship between the symbol and the object/person/activity. The symbol being used "stands for" or "refers to" the real thing. This is a very difficult task for some children. If Lee has the cognitive abilities, he may be able to use an electronic system with speech output. His symbol system may be large keyboard letters or a brailled keyboard, depending on his vision, motor and cognitive skills.

HOW DO WE DETERMINE THE MOST EFFECTIVE & EFFICIENT EXPRESSIVE COMMUNICATION SYSTEM? (MAKING DECISIONS AS A TEAM)

Parents and service providers need to consider the child's/student's vision, hearing, motor, and cognitive skills. They must also consider his age and with whom he will be communicating. It is important to remember that communication development is progressive... (a) from easy to hard, (b) from limited ways to many ways, (c) from few wants and needs to many, (d) from a few reasons to many reasons, and (e) with few people to many people.



Consider the hearing and vision abilities and disabilities of the child.

Determine your child's strongest sensory mode when making decisions about possible systems.

Q
When was the onset of the vision or hearing loss?
Does your child have the ability to hear (with hearing aids) and imitate some sounds?
Can your child see shadows or color?
Does your child see objects well enough to reach out for them?

Consider the motor abilities and disabilities of the child.

Q
Is your child ambulatory?
Does he have full range of motion of his arms and hands or is movement limited?
If he can't move his arms and legs, can he move his face from side to side?
Can he grasp objects?

Continued from page 5

CONSIDER

COGNITIVE

Q Does he have the motor ability to extend his arm or point?
Does he have a tray on his wheelchair to attach objects, switchs, or electronic devices?

Consider the cognitive abilities and disabilities of the child.

Q Does your child seem to learn things quickly?
Does he indicate that he knows where he is going and what is about to happen?
Is he motivated to do things?
Does your child try things again and again when he is learning new things?
Does he smile when he has accomplished a task?

Your child will not have to learn each form or way that was presented above. You will need to consider his vision, hearing, motor, and cognitive abilities and disabilities in order to: (a) strengthen current communication, (b) develop new ways to communicate, and (c) plan for more efficient ways for your child to communicate in the future.

Remember...*Very few children and students who are deaf-blind will learn to communicate from their environment without ACTIVE TEACHING. Everyone must be responsive, consistent, and provide many different opportunities for the child to communicate.* The next flyer will discuss how we can use caregiving routines and functional activities to increase both receptive and expressive communication. Strategies for teaching communication will also be discussed.

References:

Rowland, C. & Schweigert, P. (1989). Tangible symbol systems for individuals with multisensory impairments. Tucson: Communication Skill Builders.

Rowland, C. & Stremel-Campbell, K. (1987). Share and share alike: Conventional gestures through emergent language. In D. Guess, L. Goetz & K. Stremel-Campbell (Eds.), Innovative program design for individuals with dual sensory impairments (pp. 45-75). Baltimore: Paul H. Brookes.

Stremel, K. & Schutz, R. (in press). Functional communication in integrated settings for students who are deaf-blind. In N. G. Haring & L. T. Romer (Eds.), Including students with deaf-blindness in typical educational settings. Baltimore: Paul H. Brookes.

Resources:

AbleNet, Inc. 1081 Tenth Avenue, S. E., Minneapolis, MN 55414-1312; 800-322-0956.

Hope Catalog (1994). Hope Inc. 809 North 800 East, Logan, UT 84321; 801-757-9533.

Mayer-Johnson Company Non-Speech Communication Products (1993). P. O. Box 1579, Solana Beach, CA 92075; 619-481-2489.

Prentke Romich, 1022 Heyl Road, Wooster Heights, OH 44691.

Toys for Special Children, Steve Kanor, 385 Warburton Avenue, Hastings-on-Hudson, NY 10706; 914-478-9060.

APPENDIX H

TREDS Resource Library

TREDS Resource Library

BEST COPY AVAILABLE

Index

INDEX

ASSESSMENT

Title	Code	Age
Assessment of Auditory Functioning of Deaf-Blind Multihandicapped Children	098B	
Augmentative & Alternative Communication Systems for Persons with Moderate and Severe Disabilities	099B	
Children Move to Learn: A Guide to Planning Gross Motor Activities	105B	
Choosing Options & Accommodations for Children (COACH): A Guide to Planning Inclusive Education	107B	
Community-Based Curriculum	110B	
Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students	114B	
Developing IFSPs: A Family Focused Approach	118B	
Educating All Students in the Mainstream of Regular Education	125B	
Educating Children with Multiple Disabilities	124B	
Education of Children with Disabilities from Birth to Three: A Handbook for Parents, Teachers and Other Care Providers	126B	
Functional Curriculum Programming for Students with Multiple Disabilities	133B	
Inclusive Instructional Design: Facilitating Informed and Active Learning for Individuals Who Are Deaf-Blind in Inclusive Schools	137B	
Innovative Program Design for Individuals with Dual Sensory Impairments	142B	
The Insite Developmental Checklist	143B	
Preschool Orientation and Mobility Screening	230B	
Program Guidelines for Individuals Who Are Deaf-Blind	194B	
Psychoeducational Assessment of Students Who Are Visually Impaired or Blind	195B	
Quality Early Intervention: Linking Research and Practices	196B	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 1	198B	
Screening and Assessment: Guidelines for Identifying Young Disabled and Developmentally Vulnerable Children and Their Families	203B	
Sensory Assessment Manual	204B	
Support Network for Inclusive Schooling: Interdependent Integrated Education	210B	
Transdisciplinary Training, Assessment and Consultation Model	218B	

ASSISTIVE TECHNOLOGY

Title	Code	Age
Adam's Chair: Life in a Power Wheelchair	089B	
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Positioning and Handling	090B	
Assistive Technology: We Can Do It	004V	
Chair Inserts for Preschoolers	225B	
Computer Applications Presentation	018V	
Engineering the Preschool Environment for Interactive Symbolic Communication 18 Months to 5 Years Developmentally	129B	
Fun Machines for the Physically Impaired	032V	
Growing Up Capable	039V	
Hal-Hen Company, Inc. Catalog	228B	
Helping Your Child Learn Choices, Helping Your Child Learn Adaptation, Helping Your Child Learn Self-Control	040V	
Special Education Technology: Classroom Applications	207B	
Technology in the Classroom: Communication	214B	
Technology in the Classroom: Education	215B	
Technology in the Classroom: Listening and Hearing	216B	
Technology in the Classroom: Positioning, Access and Mobility	217B	
Technology Resources for Students with Deaf-Blindness and Severe Disabilities	213B	
Tri-Wall Pattern Portfolio	219B	

BEHAVIOR

Title	Code	Age
Ain't Misbehavin'	003V	
First Steps: A Handbook for Teaching Young Children who are Visually Impaired	132B	
An Introduction to Behavior Management in Early Childhood Special Education	148B	
A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness	197B	
Ryan: A Mother's Story of Her Hyperactive/Tourette Syndrome Child	201B	

BEHAVIOR

Title	Code	Age
Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs	208B	
Support Network for Inclusive Schooling: Interdependent Integrated Education	210B	
Use of Aversive Procedures with Persons who are Disabled: An Historic Review and Critical Analysis	221B	

BIBLIOGRAPHY

Title	Code	Age
Annotated Resource Guide to Early Intervention Training Material	097B	
Augmentative Communication (Chapter from Perkins Activity and Resource Guide)	226B	
Bibliography of Print Resources	101B	
New England Center for Deaf-Blind Services Resource Library	161B	
Normal Development of Functional Motor Skills	227B	
Semi-Annual Accessions List January-June 1994	202B	
Supporting Families and Their Prematurely Born Babies: Guide for Training Care Providers and Source Book	211B	

COMMUNICATION

Title	Code	Age
Activity Descriptions: Activity-Based Language Training	094B	
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Expressive Communication	091B	
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Receptive Communication	092B	
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Interaction and Play	093B	
Assistive Technology: We Can Do It	004V	
Auditory and Speech Training Curriculum Guide	005B	
Augmentative & Alternative Communication Systems for Persons with Moderate and Severe Disabilities	099B	
Augmentative Communication (Chapter from Perkins Activity and Resource Guide)	226B	

COMMUNICATION

Title	Code	Age
Augmentative Communication for Children with Deaf-Blindness: Guidelines for Decision Making	100B	
Bringing Out the Best	006V	
Can't Wait to Communicate	102B	
Choices in Deafness: A Parent's Guide	106B	
Communication with Preverbal Infants and Young Children	016V	
Cued Speech: Another Option	112B	
Cued Speech Instruction Video Set	019V	
Enhancing Communication and Language with Milieu Teaching	024V	
Enhancing Interactions Between Service Providers and Individuals who are Severely Multiply Disabled	127B	
Enhancing Nonsymbolic Communication Interaction Among Learners with Severe Disabilities	128B	
Engineering the Preschool Environment for Interactive Symbolic communication 18 Months to 5 Years Developmentally	129B	
Every Move Counts - Sensory-Based Communication Techniques	025V	
Facilitated Communication Workshop Part One	026V	
Facilitated Communication Workshop Part Two	027V	
Facilitative Communication with Barbara Retenback	028V	
First Steps: A Handbook for Teaching Young Children who are Visually Impaired	132B	
Getting in Touch	034V	
Going to School with Facilitated Communication	038V	
I'm not Autistic on the Typewriter	044V	
Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults	138B	
Innovative Program Design for Individuals with Dual Sensory Impairments	142B	
The Insite Model	144B	
Interpreting and Transliterating for Persons who are Deaf-Blind	146B	
Mini-Grants and Volunteers: Developing Support for Augmentative Communication Programs	158B	
On the Way to Literacy: Early Experiences for Visually Impaired Children	162B	
PACT: Partners in Augmentative Communication Training	175B	
A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness	197B	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 1	198B	

COMMUNICATION

Title	Code	Age
Signs of Success: A Progressive Sign Language Manual for Deaf/Blind and the Multihandicapped	205B	
SKI*HI Coactive Sign System	066V	
SKI*HI Interactive Series	067V	
SKI*HI Introduction to the Tactile Communication Series	068V	
SKI*HI Signal Series	069V	
Smalltalk - Tape 1-Introduction to Smalltalk	070V	
Smalltalk - Tape 2-Conversations Throughout the Day	071V	
Smalltalk - Tape 3-Ways to Create Conversations	072V	
Smalltalk - Tape 4-Helping Young Children Learn to Take Turns	073V	
Smalltalk - Tape 5-Designing the Environment for Conversation	074V	
Smalltalk - Tape 6-Helping Children Take Turns with Each Other	075V	
Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments	079V	
Technology in the Classroom: Communication	214B	
Videotape of All Five Programs from SKI*HI Institute	081V	
Within Reach: Getting to Know People Who Are Deaf-Blind	086V	
You & Me: A Five Part Video Series about Educating Children who are Deaf-Blind	088V	

CONFERENCE PROCEEDINGS

Title	Code	Age
EC-SPEED Model Program Conference: Summary of Conference Proceedings	123B	
Proceedings for the National Symposium on Children and Youth Who are Deaf-Blind	193B	

CURRICULUM

Title	Code	Age
Access for All: Integrating Deaf, Hard of Hearing and Hearing Preschoolers	224V	
Activity-Based Intervention	001V	
Activity Descriptions: Activity-Based Language Training	094B	

CURRICULUM

Title	Code	Age
Auditory and Speech Training Curriculum Guide	005B	
Augmentative & Alternative Communication Systems for Persons with Moderate and Severe Disabilities	099B	
Augmentative Communication for Children with Deaf-Blindness: Guidelines for decision Making	100B	
Bringing Out the Best	006V	
Can Do Series: Becoming a Can Do Kid	007V	
Can Do Series: Going Places	008V	
Can Do Series: Making Friends	009V	
Can Do Series: Learning About the World	010V	
Can Do Series: Seeing Things in a New Way	011V	
Can't Wait to Communicate: Fun Activities that Shape Nonverbal Communication	102B	
Choosing Options & Accommodations for Children (COACH): A Guide to Planning Inclusive Education	107B	
Collaborative Teams: For Students with Severe Disabilities Integrating Therapy and Educational Services	108B	
Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps	110B	
Community-Based Instruction for Children with Severe Disabilities	017V	
Curriculum Adaptations for the Deaf-Blind: The Sensorimotor Period	113B	
Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students	114B	
A Curriculum for All Young Children: The EC-SPEED Curriculum Guide	115B	
Early Childhood at Its Best	021V	
Educating All Students in the Mainstream of Regular Education	125B	
Educating Children with Multiple Disabilities	124B	
Educating Peter	022V	
Education of Children with Disabilities from Birth to Three: A Handbook for Parents, Teachers and Other Care Providers	126B	
Enhancing Communication and Language with Milieu Teaching	024V	
Every Move Counts - Sensory-Based Communication Techniques	025V	
First Steps: A Handbook for Teaching young children who are Visually Impaired	132B	
Fun Machines for the Physically Impaired	032V	
Functional Curriculum Programming for Students with Multiple Disabilities	133B	
Growing up Capable	039V	

CURRICULUM

Title	Code	Age
Inclusive Instructional Design: Facilitating Informed and Active Learning for Individuals who Are Deaf-blind in Inclusive Schools	137B	
Innovative Program Design for Individuals with Dual Sensory Impairments	142B	
The Insite Model	144B	
Kids Are Kids: An Activities Based Curriculum Guide	046V	
Kids Are Kids: An Activities Based Curriculum Guide	151B	
Medically Fragile Infants and Toddlers: An Interdisciplinary Training Curriculum	157B	
Movement Analysis and Curriculum for Visually Impaired Preschoolers	158B	
Orientation and Mobility for Preschoolers	058V	
Positioning for Infants & Young Children with Motor Problems	061V	
Program Guidelines for Individuals Who Are Deaf-Blind	194B	
Promoting Motor Development	062V	
Quality Early Intervention: Linking Research and Practices	196B	
A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness	197B	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 1	198B	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2	199B	
SMALLTALK - Tape 1 - Introduction to Smalltalk	070V	
SMALLTALK - Tape 2 - Conversations Throughout the Day	071V	
SMALLTALK - Tape 3 - Ways to Create Conversation	072V	
SMALLTALK - Tape 4 - Helping Young Children Learn to Take Turns	073V	
SMALLTALK - Tape 5 - Designing the Environment for Conversation	074V	
SMALLTALK - Tape 6 - Helping Children Take Turns with Each Other	075V	
Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs	208B	
Support Network for Inclusive Schooling: Interdependent Integrated Education	210B	
Technology in the Classroom: Communication	214B	
Technology in the Classroom: Education	215B	
Technology in the Classroom: Listening and Hearing		
Technology in the Classroom: Positioning, Access, and Mobility	217B	

CURRICULUM		
Title	**Code**	**Age**
The Way to Go	084V	
You & Me: A Five Part Video Series about Educating Children who are Deaf-Blind	088V	

DIRECTORIES		
Title	**Code**	**Age**
Catalog of Community Services for Children	103B	
Choices in Deafness: A Parent's Guide	106B	
Directory of Agencies and Organizations Serving Individuals who are Deaf-Blind	119B	
Directory of Community Services	120B	
Information about Usher Syndrome	139B	
Information about RP and Allied Retinal Degenerative Diseases	140B	
The Inheritance of RP and Allied Retinal Degenerative Diseases	141B	

DUAL SENSORY IMPAIRMENTS		
Title	**Code**	**Age**
Ain't Misbehavin'	003V	
Assessment of Auditory Functioning of Deaf-Blind Multihandicapped Children	098B	
Augmentative Communication for Children with Deaf-Blindness: Guidelines for Decision Making	100B	
CHARGE Syndrome: A Booklet for Families	104B	
Curriculum Adaptations for the Deaf-Blind: The Sensorimotor Period	113B	
Directory of Agencies and Organizations Serving Individuals who are Deaf-Blind	119B	
Etiologies and Characteristics of Deaf-Blindness	130B	
I Work with a Guy Who is Deaf-Blind	043V	
Inclusive Instructional Design: Facilitating Informed and Active Learning for Individuals Who are Deaf-Blind in Inclusive Schools	137B	
Independence Without Sight and Sound: Suggestions for Practitioners Working with Deaf-Blind Adults	138B	
Information about Usher Syndrome	139B	

DUAL SENSORY IMPAIRMENTS

Title	Code	Age
Innovative Program Design for Individuals with Dual Sensory Impairments	142V	
Interagency Collaboration for Young Adults with Deaf-Blindness: Toward a Common Transition Goal	145B	
Interpreting and Transliterating for Persons who are Deaf-Blind	146B	
A Life of Leisure: Leisure Options for Persons with dual Sensory or Multiple Impairments	152B	
One Step at a Time: A Manual for Families of Children with Deaf-Blindness	173B	
New England Center for Deaf-Blind Services Resource Library	161B	
Now is the Time: Integrated Work for Persons with DSI	057V	
Proceedings for the National Symposium on Children and Youth who are Deaf-Blind	193B	
Program Guidelines for Individuals Who Are Deaf-Blind	194B	
A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness	197B	
Sensory Assessment Manual	204B	
Signs of Success: A Progressive Sign Language Manual for Deaf/Blind and the Multihandicapped	205B	
Supporting Young Adults Who Are Deaf-Blind in Their Communities: A Transition Planning Guide for Service Providers, Families and Friends	212B	
Tangible Symbol Systems: Symbolic communication for Individuals with Multisensory Impairments	079V	
Technology Resources for Students with Deaf-Blindness and Severe Disabilities	213B	
Transition Services for Youths Who Are Deaf-Blind: A "Best Practices" Guide for Educators	231B	
Welcoming Students Who Are Deaf-Blind Into Typical Classrooms	229B	
Within Reach: Getting to Know People who are Deaf-Blind	086V	
You & Me: A five Part Video Series about Educating Children who are Deaf-Blind	088V	

EMPLOYMENT

Title	Code	Age
Administrative and Implementation Guidelines for School Community-Based Vocational Instruction Based on the Fair Labor Standards Act	095B	
Deaf Students and the School-to-Work Transition	117B	
Employability: Integrating People with Developmental Disabilities into Workplace	023V	
I Work with a Guy Who is Deaf-Blind	043V	

EMPLOYMENT		
Title	Code	Age
A New Way of Thinking	053V	
Now is the Time: Integrated Work for Persons with Dual Sensory Impairments	057V	
People with Physical and Multiple Disabilities Support Employment Demonstration	060V	
Regular Lives	063V	

EVALUATION OF PROGRAMS AND SERVICES		
Title	Code	Age
An Assessment Instrument for Families: Evaluating Community-Based Residential Program for Individuals with Deaf-Blindness	096B	
A Continuation of Integration in Early Childhood Special Education: Setting Up Cooperative Programs in Community Nursery School Setting	111B	
EC-SPEED Early Childhood Special Education Program Design and Evaluation Guide	122B	
A National Survey of the Needs of Children and Adults with Mental Retardation	052V	
An Introduction to Program Evaluation in Early Childhood Special Education	150B	
SKI*HI Home-Based Programming for Children with Hearing Impairments: Demographics, Child Identification, and Program Effectiveness	206B	
Strategies for Early Intervention Program from Planning to Service Delivery	209B	

FAMILIES		
Title	Code	Age
Adam's Chair: Life in a Power Wheelchair	089B	
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Positioning and Handling	090B	
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Expressive Communication	091B	
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Receptive Communication	092B	
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Interaction and Play	093B	

FAMILIES		
Title	Code	Age
An Assessment Instrument for families: Evaluating Community-Based Residential Program for Individuals with Deaf-Blindness	096B	
Augmentative Communication (Chapter from Perkins Activity and Resource Guide)	226B	
Can Do Series: Becoming a Can Do Kid	007V	
Can Do Series: Going Places	008V	
Can Do Series: Making Friends	009V	
Can Do Series: Learning About the World	010V	
Can Do Series: Seeing Things in a New Way	011V	
Can I Play Too? Parent Version	014V	
CHARGE Syndrome: A Booklet for Families	104B	
Choices in Deafness: A Parent's Guide	106B	
Choosing Options & Accommodations for Children (COACH): A Guide to Planning Inclusive Education	107B	
A Circle of Inclusion	015V	
Collaborative Teams: for Students with Severe Disabilities Integrating Therapy and Educational Services	108B	
Cued Speech: Another Option	112B	
A Curriculum for All Young Children: The EC-SPEED Curriculum Guide	115B	
Deaf Students and the School-to-Work Transition	117B	
Developing IFSPs: A Family Focused Approach	118B	
Early Intervention For Young children and Their Families Affected by Maternal Substance Abuse	121B	
Educating All Students in the Mainstream of Regular Education	125B	
Education of Children with Disabilities from Birth to Three: A Handbook for Parents, Teachers and Other Care Providers	126B	
Etiologies and Characteristics of Deaf-Blindness	130B	
Families on the Move	029V	
Family Focused Interview	030V	
Feeding Baby	131B	
First Steps: A Handbook for Teaching Young children who are Visually Impaired	132B	
A Guide for Planning the Psychological Needs of the Young Hospitalized Child	134B	
Helping Your Child Learn Choices, Helping Your Child Learn Adaptations, Helping Your Child Learn Self-Control	040V	
IFSP Handbook - Louisiana	136B	

FAMILIES

Title	Code	Age
The Insite Model	144B	
Into Our Lives	147B	
An Introduction to Cultural Sensitivity: Working with Puerto Rican Families in Early Childhood Special Education	149B	
Learning Together: A Parent Guide to Socially-Based Routines for Visually Impaired Infants	153B	
The Medically Complex Child - The Transition to Home Care	155B	
The Medically Fragile Child	156B	
Medically Fragile Infants and Toddlers: An Interdisciplinary Training Curriculum	157B	
A National Survey of the Needs of Children and Adults with Mental Retardation	052V	
A New Way of Thinking	053V	
One Step at a Time: A Manual for Families of Children with Deaf-Blindness	173B	
Parents as Partners in Early Intervention	177B-188B	
Parenting Preschoolers: Suggestions for raising Young Blind and Visually Impaired Children	176B	
Parents & Professionals, Partners in Co-Service Coordination	059V	
Playing with your Child: Mastery, Motivation, and Learning	191B	
Positioning for Play: Home Activities for Parents of Young Children	192B	
Quality Early Intervention: Linking Research and Practices	196B	
Regular Lives	063V	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 1	198B	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2	199B	
Respecting Family Needs in the IFSP Planning Process	064V	
The Road to Freedom: A Parent's Guide to Prepare the Blind Child to Travel Independently	200B	
Ryan: A Mother's Story of Her Hyperactive/Tourette Syndrome Child	201B	
Screening and Assessment: Guidelines for Identifying Young Disabled and Developmentally Vulnerable Children and Their Families	203B	
SKI*HI Home-Based Programming for Children with Hearing Impairments Demographics, Child Identification and Program Effectiveness	206B	
Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs	208B	
Supporting Families and Their Prematurely Born Babies	078V	

FAMILIES

Title	Code	Age
Supporting Families and Their Prematurely Born Babies: Guide for Training Care Providers and Source Book	211B	
Supporting Young Adults Who Are Deaf-Blind in Their Communities: A Transition Planning Guide for Service Providers, Families and Friends	212B	
Support Network for Inclusive Schooling: Interdependent Integrated Education	210B	
They Don't Come with Manuals	080V	
The Way to Go	084V	
Within Reach: Getting to Know People Who Are Deaf-Blind	086V	
Working with Families	087V	
Working with Families of Young Children with Special Health Care Needs	223B	
You & Me: A Five Part Video Series about Educating children who are Deaf-Blind	088V	

HEALTH AND RELATED ISSUES

Title	Code	Age
Early Intervention For young Children and Their Families Affected by Maternal Substance Abuse	121B	
Etiologies and Characteristics of Deaf-Blindness	130B	
Feeding Baby	131B	
Feeding Infants and Young Children with Special Needs	031V	
A Guide for Planning the Psychological Needs of the Young Hospitalized Child	134B	
A Guide to Conditions Which Place Children at Developmental Risk	135B	
Home Gastronomy Care for Infants and Young Children	041V	
Home Tracheostomy Care for infants and Young Children	042V	
The Medically Complex Child - The Transition to Home Care	155B	
The Medically Fragile Child	156B	
Medically Fragile Infants and Toddlers: An Interdisciplinary Training Curriculum	157B	
Promoting Motor Development	062V	
A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness	197B	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2	199B	

HEALTH AND RELATED ISSUES

Title	Code	Age
Sensory Integration Therapy	065V	
Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs	208B	
Supporting Families and Their Prematurely Born Babies: Guide for Training Care Providers and Source Book	211B	
They Don't come with Manuals	080V	
Working With Families of Young Children with Special Health Care Needs	223B	

HEARING

Title	Code	Age
Access for All: Integrating Deaf, Hard of Hearing and Hearing Preschoolers	224V	
Assessment of Auditory Functioning of Deag-Blind Multihandicapped Children	098B	
Assitive Technology: We Can Do It	004V	
Choices in Deafness: A Parent's Guide	106B	
Cued Speech: Another Option	112B	
Cued Speech Instruction Video Set	019V	
Curriculum Adaptations for the Deaf-Blind: The Sensorimotor Period	113B	
Deaf and Hard of Hearing Students Education Service Guidelines	232B	
The Deaf Mentally Retarded	116B	
Deaf Students and the School-to-Work Transition	117B	
Helping Your Child Learn Choices, Helping Your Child Learn Adaptations, Helping Your Child Learn Self-Control	040V	
Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults	138B	
Information about Usher Syndrome	139B	
The Insite Model	144B	
The Nonhearing World - Understanding Hearing Loss	054V	
Program Guidelines for Individuals Who Are Deaf-Blind	194B	
A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness	197B	
Sensory Assessment Manual	204B	

HEARING

Title	Code	Age
SKI*HI Home-Based Programming for Children with Hearing Impairments: Demographics, Child Identification, and Program Effectiveness	206B	
Technology in the Classroom: Listening and Hearing	216B	
Videotape of all Five Programs from SKI*HI Institute	081V	
When the Mind Hears: A Synopsis in ASL	222B	
When the Mind Hears: A Synopsis in ASL	085V	

INCLUSION

Title	Code	Age
Access for All: Integrating Deaf, Hard of Hearing and Hearing Preschoolers	224V	
A Circle of Inclusion	015V	
Administrative and Implementation Guidelines for School and Community-Based Vocational Instruction Based on the Fair Labor Standards Act	095B	
Administrator's View of Inclusion	002V	
Can I Play Too? Overview	012V	
Can I Play Too? Provider Version	013V	
Can I Play Too? Parent Version	014V	
Choosing Options & Accommodations for Children (COACH): A Guide to Planning Inclusive Education	107B	
Collaborative Teams: For Students with severe disabilities Integrating Therapy and Educational Services	108B	
Community-Based Curriculum	110B	
Continuation of Integration in Early Childhood Special Education: Setting Up Cooperative Programs in community Nursery School Settings	111B	
Curriculum Considerations in Inclusive Classrooms : Facilitating Learning for All Students	114B	
A Curriculum for All Young Children: The EC-SPEED Curriculum Guide	115B	
Early Childhood at Its Best	021V	
Educating All Students in the Mainstream of Regular Education	125B	
Educating Peter	022V	
Employability: Integrating People with Developmental Disabilities into the Workplace	023V	
Future of Children with Disabilities	033V	
Getting Together: Peer Tutoring	035V	

INCLUSION

Title	Code	Age
Getting Together: Interaction	036V	
Getting Together: Awareness	037V	
I Work with a Guy Who is Deaf-Blind	043V	
Inclusive Instructional Design: Facilitating Informed and Active Learning for Individuals Who Are Deaf-Blind Inclusive Schools	137B	
Kids Belong Together	047V	
MTASH/ARC Fall Conference 1993	049V	
MTASH/ARC Fall Conference 1994: What Type of Reality is Inclusion? Virtual Reality - Consensual Reality - Experimental Reality	051V	
MTASH/ARC Fall Conference Program Notes 1994: What Type of Reality is Inclusion?	159B	
A New Way of Thinking	053V	
Now is the Time: Integrated Work for Persons with DSI	057V	
People with Physical and Multiple Disabilities Support Employment Demonstration	060V	
Regular Lives	063V	
Support Network for Inclusive Schooling: Interdependent Integrated Education	210B	
The Way to Go	084V	
Welcoming Students Who Are Deaf-Blind Into Typical Classrooms	229B	

MOTOR

Title	Code	Age
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Positioning and Handling	090B	
Adam's Chair: Life in a Power Wheelchair	089B	
Chair Inserts for Preschoolers	225B	
Children Move to Learn: A Guide to Planning Gross Motor Activities	105B	
Curriculum Adaptations for the Deaf-Blind: The Sensorimotor Period	113B	
Educating Children with Multiple Disabilities	124B	
First Steps: A Handbook for Teaching Young Children who are Visually Impaired	132B	
Infant Motor Development	045V	

MOTOR

Title	Code	Age
Innovative Program Design for Individuals with Dual Sensory Impairments	142B	
The Insite Model	144B	
Mini-Grants and Volunteers: Developing Support for Augmentative communication Programs	158B	
Normal Development of Functional Motor Skills	227B	
Normal Infant Reflexes and Development	055V	
Physical Therapy in Public Schools: A Related Service, Vol. 1	190B	
Positioning for Infants & Young Children with Motor Problems	061V	
Positioning for Play: Home Activities for Parents of Young Children	192B	
Promoting Motor Development	062V	
A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness	197B	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2	199B	
Sensory Integration Therapy	065V	
Technology in the Classroom: Positioning, Access, and Mobility	217B	

MULTIPLE DISABILITIES

Title	Code	Age
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Positioning and Handling	090B	
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Expressive Communication	091B	
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Receptive Communication	092B	
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Interaction and Play	093B	
Assessment of Auditory Functioning of Deag-Blind Multihandicapped Children	098B	
Assistive Technology: We Can Do It	004V	
Augmentative Communication (Chapter from Perkins Activity and Resource Guide)	226B	
Augmentative Communication for Children with Deaf-Blindness: Guidelines for Decision Making	100B	
Bringing Out the Best	006V	

MULTIPLE DISABILITIES

Title	Code	Age
CHARGE Syndrome: A Booklet for Families	104B	
Choosing Options & Accommodations for Children (COACH): A Guide to Planning Inclusive Education	107B	
A Circle of Inclusion	015V	
Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps	110B	
Community-Based Instruction for Children with Severe Disabilities	017V	
The Deaf Mentally Retarded	116B	
Educating Children with Multiple Disabilities	124B	
Enhancing Interactions Between Service Providers and Individuals who ar Severely Multiply Disabled	127B	
Enhancing Nonsymbolic Communication Interaction Among Learners with Severe Disabilities	128B	
Functional Curriculum Programming for Students with Mulyiple disabilities		
The Insite Developmental Checklist	143B	
The Insite Model	144B	
A Life of Leisure - Leisure Options for Persons with Dual Sensory or Multiple Impairments	152B	
People with Physical and Multiple Disabilities Support Employment Demonstration	060V	
Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities	189B	
Physical Therapy in Public Schools: A Related Service Vol. I	190B	
Screening and Assessment: Guidelines for Identifying Young Disabled and Developmentally Vulnerable Children and Their Families	203B	
Sensory Integration Therapy	065V	
Signs of Success: A Progressive Sign Language Manual for Deaf/Blind and the Multihandicapped	205B	
Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments	079V	
Technology Resources for Students with Deaf-Blindness and Severe Disabilities	213B	
The Way to Go	084V	

ORIENTATION AND MOBILITY

Title	Code	Age
Can Do Series: Going Places	008V	
First Steps: A Handbook for Teaching Young Children who are Visually Impaired	132B	

ORIENTATION AND MOBILITY

Title	Code	Age
Fun Machines for the Physically Impaired	032V	
Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults	138B	
Innovative Program Design for Individuals with Dual Sensory Impairments	142B	
Orientation and Mobility for Preschoolers	058V	
Orientation and Mobility Primer for Families and Young Children	174B	
Preschool Orientation and Mobility Screening	230B	
Program Guidelines for Individuals Who Are Deaf-Blind	194B	
A Resource Manual for Understanding and Interacting with Infants, Toddlers, and Preschool Aged Children with Deaf-Blindness	197B	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2	199B	
The Road to Freedom: A Parent's Guide to Prepare the Blind Child to Travel Independently	200B	
Technology in the Classroom: Positioning, Access, and Mobility	217B	

POLICY

Title	Code	Age
Administrative and Implementation Guidelines for School Community-Based Vocational Instruction Based on the Fair Labor Standards Act	095B	
Deaf Students and the School-to-Work Transition	117B	
Families on the Move	029V	
IFSP Handbook - Louisiana	136B	
Into Our Lives	147B	
Mini-Grants and Volunteers: Developing Support for Augmentative Communication Programs	158B	
A New Way of Thinking	053V	
Parents & Professional, Partners in Co-Service Coordination	059V	
Parents as Partners in Early Intervention	177B-188B	
Quality Early Intervention: Linking Research and Practices	196B	
Respecting Family Needs in the IFSP Planning Process	064V	

POLICY

Title	Code	Age
Screening and Assessment: Guidelines for Identifying Young Disabled and Developmentally Vulnerable Children and Their Families	203B	
SKI*HI Home-Based Programming for Children with Hearing Impairments: Demographics, Child Identification, and Program Effectiveness	206B	
SSI Helping Kids	076V	
SSI Presentation	077V	
Understanding SSI	220B	
Use of Aversive Procedures with Persons who are Disabled: An Historic Review and Critical Analysis	221B	

RECREATION/LEISURE

Title	Code	Age
A Life of Leisure - Leisure Options for Persons with Dual Sensory or Multiple Impairments	152B	

SYNDROME

Title	Code	Age
CHARGE syndrome: A Booklet for Families	104B	
Etiologies and Characteristics of Deaf-Blindness	130B	
Information about Usher Syndrome	139B	
Information about RP and Allied Retinal Degenerative Diseases	140B	
The Inheritance of RP and Allied retinal Degenerative Diseases	141B	
Playing with your Child: Mastery Motivation and Learning	191B	
Ryan: A Mother's Story of Her Hyperactive/Tourette Syndrome Child	201B	

TRANSITION

Title	Code	Age
Deaf Students and the School-to-Work Transition	117B	

TRANSITION

Title	Code	Age
Interagency Collaboration for Young Adults with Deaf-Blindness: Toward a Common Transition Goal	145B	
The Medically Complex Child - The Transition to Home Care	155B	
MTASH/ARC Fall Conference 1993 - Personnel Futures Planning	050V	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 1	198B	
Supporting Young Adults Who Are Deaf-Blind in Their Communities: A Transition Planning Guide for Service Providers, Families and Friends	212B	
Transition Services for Youths Who Are Deaf-Blind: A "Best Practices" Guide for Educators	231B	

VISION

Title	Code	Age
Can Do Series: Becoming a Can Do Kid	007V	
Can Do Series: Going Places	008V	
Can Do Series: Making Friends	009V	
Can Do Series: Learning About the World	010V	
Can Do Series: Seeing Things in a New Way	011V	
Curriculum Adaptations for the Deaf-Blind: The Sensorimotor Period	113B	
First Steps: A Handbook for Teaching Young Children who are Visually Impaired	132B	
Helping Your Child Learn Choices, Helping Your Child Learn Adaptations, Helping Your Child Learn Self-Control	040V	
Information about Usher Syndrome	139B	
Information about RP and Allies Retinal Degenerative Diseases	140B	
Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults	138B	
The Inheritance of RP and Allied Retinal Degenerative Diseases	141B	
The Insite Model	144B	
Learning Together: A Parent Guide to Socially-Based Routines for Visually Impaired Infants	153B	
Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments, 2nd Edition	154B	
Movement Analysis and Curriculum for Visually Impaired Preschoolers	160B	
Normal Visual Development: Birth to 6 Months	056V	
On the Way to Literacy: Early Experiences for Visually Impaired Children	162B	

VISION

Title	Code	Age
Orientation and Mobility for Preschoolers	058V	
Parenting Preschoolers: Suggestions for Raising Young Blind and Visually Impaired Children	176B	
Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities	189B	
Program Guidelines for Individuals Who Are Deaf-Blind	194B	
Psychoeducational Assessment of Students Who Are Visually Impaired or Blind	195B	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 1	198B	
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2	199B	
A Resource Manual for Understanding & Interacting with Infants, Toddlers, and Preschool Aged Children with Deaf-Blindness	197B	
The Road to Freedom: A Parent's Guide to Prepare the Blind Child to Travel Independently	200B	
Sensory Assessment Manual	204B	
Vision Exercises: A Video of Home Visual Exercises for Children	082V	

Numerical Listing

NUMERICAL LISTING OF TREDS RESOURCE LIBRARY

Code: 001V Activity-Based Intervention
Author: Diane Bricker, University of Oregon-EPS Outreach Training Project
Length: 13 minutes
Abstract: This video demonstrates how a young child with disabilities can learn specific skills within the context of functional, routine activities. It specifies the four components of activity-based programming to be: 1) child-directed transactions, 2) embedding objects in routine or planned activities, 3) using logical antecedents and consequences, and 4) developing functional and generalizable skills.

Code: 002V Administrator's View of Inclusion
Author: Vern Johnson (Keynote speaker at the Application of Social Integration: Alternatives for Persons with Severe Handicaps Conference) (1987)
Length: 1 hour and 40 minutes plus information packet
Abstract: Vern Johnson speaks on the imperative need for inclusion. He uses data from his school system to argue that inclusion for students with severe disabilities is necessary. Issues in planning to move towards inclusion are discussed as are goals for inlcusion.

Code: 003V Ain't Misbehavin'
Author: Texas School for the Blind
Length: 16 minutes plus information packet
Abstract: This video discusses reasons why students with dual sensory impairments may present challenging behavior. Strategies for preventing the occurrence of undesired behaviors are presented.

Code: 004V Assistive Technology: We Can Do It
Author: American Speech-Language and Hearing Association (1992)
Length: 16 minutes plus four manuals
Abstract: Open captioned videotape demonstrating the use of technology with children from ages 2 to 7 with severe disabilities. This videotape accompanies the 4 manuals entitled Technology in the Classroom.

Code: 005B Auditory and Speech Training Curriculum Guide
Author: Kendall Demonstration Elementary School - Gallaudet University
Length: 150 pages
Abstract: This curriculum guide emphasizes a comprehensive program for:
1) describing a students' communication skills; 2) setting appropriate IEP goals; and 3) choosing strategies, activities, and materials to meet the goals.

Code: 006V Bringing Out the Best
Author: Oregon Research Institute (Elizabeth Cooley & George Singer)
Length: 24 minutes plus workbook
Abstract: This is a video training program designed to introduce teachers, staff, and parents to a variety of techniques for teaching expressive communication skills to children with multiple disabilities. The focus is on methods to initiate communication, arrange the environment, and promote generalization. It includes children with a wide range of communication abilities. A workbook accompanies this videotape.

Code: 007V Can Do Series: Becoming a Can Do Kid
Author: VIPS (Visually Impaired Preschool Services-Kentucky)
Length:1 10 to 15 minutes
Abstract: This video presents parenting information on teaching a child with a visual impairment independent feeding, dressing, and toileting skills through modeling by families of children with visual impairments.

Code: 008V Can Do Series: Going Places
Author: VIPS (Visually Impaired Preschool Services-Kentucky)
Length: 10 to 15 minutes
Abstract: This video defines orientation and mobility and presents parenting information on teaching skills necessary for independent mobility.

Code: 009V **Can Do Series: Making Friends**
Author: VIPS (Visually Impaired Preschool Services-Kentucky)
Length: 10 to 15 minutes
Abstract: This video discusses delays in social skills typically seen in children with visual impairments and shows parents modeling ways to facilitate social skill development.

Code: 010V **Can Do Series: Learning About the World**
Author: VIPS (Visually Impaired Preschool Services-Kentucky)
Length: 10 to 15 minutes
Abstract: This video discusses ways children typically develop concepts through the use of their vision. It demonstrates ways for parents to assist their child with this process.

Code: 011V **Can Do Series: Seeing Things in a New Way**
Author: VIPS (Visually Impaired Preschool Services-Kentucky)
Length: 10 to 15 minutes
Abstract: This video offers parents an introduction to visual impairments. It responds to possible questions and concerns.

Code: 012V **Can I Play Too? Overview**
Author: Partnerships for Inclusion-Frank Porter Graham Child Development Center
University of North Carolina
Length: 20 minutes
Abstract: This video presents the legal, social, and educational rationale for inclusion.

Code: 013V **Can I Play Too? Provider Version**
Author: Partnerships for Inclusion-Frank Porter Graham Child Development Center
University of North Carolina
Length: 20 minutes
Abstract: This video introduces the viewer to Tommy, a young boy with cerebral palsy, his parents, and the individuals who provide services to Tommy in his child care program.

Code: 014V **Can I Play Too? Parent Version**
Author: Partnerships for Inclusion-Frank Porter Grahan Child Development Center
University of North Carolina
Length: 20 minutes
Abstract: In this video, several parents share their experiences and feelings about inclusion.

Code: 015V **A Circle of Inclusion**
Publisher: Learner Managed Designs, Inc.
Length: 27 minutes plus information packet
Abstract: This video presents the integration of three preschoolers with severe disabilities into a Montessori program. The parents of the children, parents of typically developing peers, Montessori teachers at the school, and the children's special education teacher discuss issues and benefits of inclusion.

Code: 016V **Communication with Preverbal Infants and Young Children**
Publisher: Learner Managed Designs, Inc
Length: 29 minutes plus test packet and pamphlet
Abstract: This video discusses how communication develops in children who are at risk for speech and language problems. Technigues for encouraging communication from young children are demonstrated.

Code: 017V **Community-Based Instruction for Children with Severe Disabilities**
Author: Presentation at the Deab-Blind Best Practices Conference (1989)
Length: 1 hour
Abstract: This presentation defines severe/profound and multiple disabilities. It also discusses appropriate ways to program these individuals in the community. It reviews a community questionaire that must be completed with families in order to determine which environments are important to them.

Code: 018V **Computer Applications Presentation**
Author: Molly Littleton
Length: 1 hour and 30 minutes
Abstract: In this presentation, Molly Littleton discusses the benefits of using computers with students with disabilities. Numerous adaptations and software packages are demonstrated.

Code 019V **Cued Speech Instruction Video Set**
Author: Hope, Inc
Length: 3 hours, 8 minutes (2 videos) plus accompanying monograph
Abstract: This video was developed for parents of young children with hearing impairments and for those professionals who work with these families. Cued Speech Instruction is a 120 lesson training program to teach cued speech techniques.

Code: 021V **Early Childhood at Its Best**
Publisher: Advent Media, Inc. (1992)
Length: 24 minutes
Abstract: In 1988, the Ohio Department of Education, Division of Special Education funded a project to assist with the design of a comprehensive cost-effective state wide service delivery system. In this videotape, educational and business leaders discuss the inclusion of children with special needs into early childhood programs. The Preschool Special Education Service Delivery Project looked at 13 exemplary programs throughout Ohio and the United States and discovered 4 basic findings dealing with: 1) the variety of funding sources and types; 2) the definition of mainstreaming; 3) developmental focus versus an academic focus; and 4) the celebration of human diversity

Code: 022V **Educating Peter**
Author: An HBO Special Presentation (1993)
Length: 29 minutes
Abstract: This videotape demonstrates the process of moving a child who has Down Syndrome into the mainstream of a thrid grade classroom. Peter had previously attended segregated programs for his education and is now being included in his neighborhood school. The videotape shows interviews with the classroom teacher, classroom peers, etc. both at the beginning of the school year and at the end of the year.

Code: 023V **Employability: Integrating People with Developmental Disabilities into Workplace**
Publisher: The Woolworth Corporation (1993)
Length: 28 minutes plus guide for the videotape
Abstract: This video presents adults with disabilities in supported, competitive employment. Through the comments of executives, supervisors, co-workers, parents, and the individuals themselves, the benefits to the business and to the individuals employed are discussed. This program is closed captioned.

Code: 024V **Enhancing Communication and Language with Milieu Teaching**
Author: Steven Warren - Peabody College of Vanderbilt University
Length: 2 hours
Abstract: This video was produced by Project Precede, Preschool and Rural Education Collaborative Electronic Distance Education. Dr. Warren describes a naturalistic model of language intervention that includes child-oriented, transactional approaches.

Code: 025V **Every Move Counts - Sensory-Based Communication Techniques**
Publisher: Therapy Skill Builders (1993)
Length: 10 minutes plus 162 page manual
Abstract: This video and manual contain criterion-based sensory response and communication assessments for identifying activities and response modes. It also reviews four levels of instruction, illustrations showing positioning alternatives, data collection formats and recordkeeping forms, and a reproducible implementation guide.

Code: 026V **Facilitated Communication Workshop Part One**
Author: Presenter at Workshop
Length: 2 hours and 14 minutes
Abstract: This video is a training workshop based on facilitated communication.

Code: 027V **Facilitated Communication Workshop Part Two**
Author: Presenter at Workshop
Length: 1 hour and 30 minutes
Abstract: This video is a training workshop based on facilitated communication.

Code: 028V **Facilitative Communicaiton with Barbara Retenback**
Author: Barbara Retenback (LRE for Life Conference-8/92)
Length: 57 minutes
Abstract: This video presents a young woman talking with an audience at an LRE for Life Conference using facilitative communication.

Code: 029V **Families on the Move**
Author: National Center for Policy Coordination in Maternal and Child Health
Length: 12 minutes
Abstract: In this videotape, Doris Haar discusses the 14 components of IDEA, Part H and explains how they all fit together.

Code: 030V **Family Focused Interview**
Publisher: Hope, Inc
Length: 74 minutes plus workbook
Abstract: This video and supplemental materials are a training guide for family-focused interviews. The family-focused interview serves the dual purposes of assessment and collaborative goal setting.

Code: 031V **Feeding Infants and Young Children with Special Needs**
Publisher: Learner Managed Designs, Inc. (1989)
Length: 26 minutes plus test packet and pamphlet
Abstract: This video presents information divided into three parts. Part 1 includes information on the importance of eating and problems that can occur. Part 2 contains information concerning specific techniques for feeding children with special needs who have eating problems. Part 3 contains information on behavior problems and safety precautions.

Code: 032V **Fun Machines for the Physically Impaired**
Publisher: Rock N' Roll, Inc. (1990)
Length: 10 minutes
Abstract: This video features cycles that are individually customized for children who physically impaired.

Code: 033V **Future of Children with Disabilities**
Author: Bud Fredericks-MTASH Conference
Length: 1 hour and 34 minutes
Abstract: In this keynote presentation, Bud Fredericks discusses the need to include individuals with disabilities in their community (from child-care centers to employment).

Code: 034V **Getting in Touch**
Publisher: Research Press Company (1987)
Length: 19 minutes plus manual
Abstract: This video demonstrates techniques that involve the use of two types of tactile cues for those who work with children who have sensory impairments. Seven communication principles are given.

Code: 035V **Getting Together: Peer Tutoring**
Producer: Carola Murray, Lori Goetz, and Susan Beckstead
Length: 19 minutes
Abstract: Special educators, administrators, and regular education teachers must work together if integration is going to be successful. This video shows how one program used peer tutoring to facilitate the process of integration.

Code 036V **Getting Together: Interaction**
Producer: Carola Murray, Lori Goetz, and Susan Beckstead
Length: 16 minutes
Abstract: This video emphasizes the need for special education teachers and regular education teachers to work together to promote group interactions. Staff from several programs discuss how they facilitate these interactions and how they use "special friends".

Code: 037V **Getting Together: Awareness**
Producer: Carola Murray, Lori Goetz, and Susan Beckstead
Length: 16 minutes
Abstract: In order for integration to be successful, administrators and special educators must work together to foster an atmosphere of interactions. This video stresses the need to present awareness activities through inservice training and simulation activities to the students in "regular education" classes on the specifics of disabilities.

Code: 038V **Going to School with Facilitated Communication**
Author: Syracuse University (1991)
Length: 10 minutes
Abstract: This video gives information concerning the use of facilitated communication within a school setting.

Code: 039V **Growing Up Capable**
Author: AbleNet, Inc. (1991)
Length: 9 minutes
Abstract: This video presents ideas for involving children and youth in age-appropriate activities for home and school through the use of simple technology.

Code: 040V **Helping Your Child Learn Choices, Helping Your Child Learn Adaptations, Helping Your Child Learn Self-Control**
Author: Baker Street Productions
Length: 34 minutes (3 segments)
Abstract: This video discusses ways parents can assist their child to learn through choice making, through adaptive devices, and through self-control. The first segment discusses the importance of choice making and talks about the value of being able to express our preferences. The second segment discusses adaptations and adaptive devices that will allow the child to perform more effectively in travel, to communicate more effectively, and to participate in more meaningful activities. The final segment discusses how to discipline and teach the child self-control.

Code: 041V **Home Gastronomy Care for Infants and Young Children**
Publisher: Learner Managed Designs, Inc. (1990)
Length: 26 minutes plus test packet and manual
Abstract: This video provides information for parents and caregivers of infants and young children who have gastronomies. A discussion of two differenct types of gastronomy procedures, feeding tubes, feeding process, medication process, and possible problems are presented. This video has an accompanying manual.

Code: 042V **Home Tracheostomy Care for Infants and Young Children**
Publisher: Learner Managed Designs, Inc. (1989)
Length: 37 minutes plus test packet and manual
Abstract: This video covers the whole spectrum of tracheostomy care for infants and young children. Equipment and supplies are also discussed. This video has an accompanying manual.

Code: 043V **I Work with a Guy Who is Deaf-Blind**
Author: Lotus Development Corporation
Length: 11 minutes
Abstract: This video illustrates how a person with dual sensory impairments can become a part of a team in the workplace.

Code: 044V **I'm not Autistic on the Typewriter**
Producer: Syracuse University
Length: 12 minutes
Abstract: This video presents an introduction to facilitated communication. It portrays several students (variety of ages) in the Syracuse School System using facilitated communication.

Code: 045V **Infant Motor Development**
Publisher: Therapy Skill Builders, Inc. (1988)
Length: 20 minutes plus instructor's booklet
Abstract: This video presents information on typical motor development from birth trhough 12 months. Components of movement and skills that are acquired during the infantile, preparation, modification, and refinement phases are discussed.

Code: 046V **Kids Are Kids: An Activities Based Curriculum Guide**
Author: Kathy Meredith Russell
Length: 30 minutes
Abstract: This video demonstrates activity-based intervention and shows:
1. how it promotes development of whole child.
2. how to create a supportive environment.
3. how to incorporate activity-based intervention into routines.

Code: 047V **Kids Belong Together - A Policy of Inclusion**
Author: Minnesota Department of Education Unique Learners Needs
Length: 23 minutes
Abstract: Shows children in inclusive preschool and kindergarten classes. Professors of Special Education, parents, teachers, and administrators discuss the benefits of inclusion for children with disabilities and for their typically developing peers.

Code: 049V **MTASH/ARC Fall Conference 1993**
Speaker: Dr. Wayne Sailors
Length: 2 hours
Abstract: This video includes the Keynote Presentation "Building Inclusive Environments: A Global Perspective" as well as the session "building Inclusive Environments at School" presented by Dr. Sailor at the ARC/MTASH Fall Conference

Code: 050V **MTASH/ARC Fall Conference 1993 - Personnel Futures Planning**
Presenters: LaWanna Edwards and Cathy Livingston
Length: 1 hr. 30 min.
Abstract: This session on personal futures planning focuses on transitioning from school to adult life but many of the principles are applicable to younger children.

Code: 051V **MTASH/ARC Fall Conference 1994 - What type of Reality is Inclusion? Virtual Reality - Concensual Reality - Experimental Reality**
Speaker: Kent Logan
Length: 51 minutes plus 2 page hand-out.
Abstract: During the presentation, Kent Logan describes and defines the three types of reality for inclusion. Plus 2-page handout.

Code: 052V **A National Survey of the Needs of Children & Adults with Mental Retardation**
Author: Presidents Committee on Mental Retardation
Length: 55 minutes
Abstract: The committee conducted a national survey with families to determine what parents thought about services and programs, the quality of services, and the continuum of services that are to exist.

Code: 053V **A New Way of Thinking**
Publisher: American Production Services
Length: 23 minutes
Abstract: Shows a three year old, a teenager, and three adults participating in inclusive environments. Paretns, teachers, therapists, and employers discuss inclusion. The need for changes in governmental funding is addressed.

Code: 054V **The Nonhearing World - Understanding Hearing Loss**
Author: Films for the Humanities and Sciences (1993)
Length: 17 minutes
Abstract: This video presents an overview of different levels of hearing loss. It also simulates hearing loss for the viewers.

Code: 055V **Normal Infant Reflexes and Development**
Publisher: Therapy Skill Builders (1991)
Length: 15-20 minutes and manual
Abstract: This video describes normal primitive reflexes and their development. Includes a discussion of the significance of these reflexes to normal development.

Code: 056V **Normal Visual Development: Birth to 6 Months**
Publisher: Erhartt Developmental Products
Length: 30 minutes
Abstract: This video provides information on visual development from birth to 6 months. Information is organized by clusters of visual skills.

Code: 057V **Now is the Time: Integrated Work for Persons with Dual Sensory Impairments**
Publisher: American Production Services
Length: 13 minutes
Abstract: This video shows adults with dual sensory impairments in supported employment. Emloyers discuss the benefits of employing individuals with disabilities.

Code: 058V **Orientation and Mobility for Preschoolers**
Author: E. Hill, S. Rosen, V. Correa, & M. Langley
Length: 1 hour plus article
Abstract: Dr. Everett Hill presents an overview of the processes of utilizing sesnory information to establish and manitain one's position in the enviornment (orientation) and of moving safely, efficiently, and gracefully within one's environment (mobility). Dr. Hill describes the broadened definition of orientation and mobility (O & M) and the changing role of the O & M instuctor.

Code: 059V **Parents & Professionals, Partners in Co-Service Coordination**
Publisher: Waisman Center University of Wisconsin - Madison
Length: 20 minutes plus guide
Abstract: This video presents an overview of co-service coordination, how it develops and some of its mutual benefits to parents and professionals.

Code: 060V **People with Physical & Multiple Disabilities Support Employment Demonstration**
Publisher: American Production Services (1988)
Length: 14 minutes
Abstract: This video shows individuals with physical and multiple disabilities working in supported employment sitiuations. Employers comment on employing individuals with disabilities. Individuals with disabilities talk about working.

Code: 061V **Positioning for Infants & Young Children with Motor Problems**
Publisher: Learner Managed Designs, Inc. (1988)
Length: 30 minutes plus test packet and manual
Abstract: In this video parents are featured demonstrating techniques for positioning young children with motor problems during daily activities.

Code: 062V **Promoting Motor Development**
Publisher: Learner Managed Designs, Inc (1992)
Length: 23 minutes plus manual
Abstract: This video illustrates abnormal postures and movements often seen in infants and young children who have been hospitalized for extended periods. Positioning and handling techniques that can be used during daily routines are shown.

Code: 063V **Regular Lives**
Publisher: Washington Educational Telecommunications Association, Inc. (1988)
Length: 30 minutes plus 14 page discussion guide
Abstract: This video shows individuals with disabilities participating in the community with their typically developing peers in a variety of settings: an elementary school, a middle school, supported employment, and supported living. Teachers, administrators, employers, parents, typically developing peers, and individuals with disabilities discuss inclusion.

Code: 064V **Respecting Family Needs in the IFSP Planning Process**
Author: Jerome H. Morton
Length: 1 hour plus 27 page in-service training manual
Abstract: During an IFSP meeting a parent of a 26 month old child with a hearing impairment discusses her search for discovering what was wrong with her child and the many recommendations given to her.

Code: 065V **Sensory Integration Therapy**
Publisher: Therapy Skill Builders (1991)
Length: 16 minutes plus manual
Abstract: This video is an introduction to the developmental process of sensory integration and therapeutic activities for intervention.

Code: 066V **SKI*HI Coactive Sign System**
Publisher: Hope, Inc.
Length: 60 minutes plus instruction booklet (each video)
Abstract: This program contains a set of nine videos and an instruction book to teach coactive signing. for each sign the ASL sign is shown and then the coactive sign is demonstrative.

Code: 067V **SKI*HI Interactive Series**
Author: Hope, Incc.
Length:
Topic # 1-Encouraging Independent Signing: Moving from Coactive to Interactive Signing. 18 minutes
Topic # 2-Establishing a Foundation for Conversational Interactions. Encouraging the Child to Sign Interactively. 15 minutes
Topic # 3-Suggestions to Encourage Language Development: Vocabulary. 16 minutes
Topic # 4-Suggestions to Encourage Language Development: Using Comments, Directions, and Questions, 15 minutes
Topic # 5-Creating a Communicative Environment: Using Calendar Systems. 18 minutes
Topic # 6-Creating a Communicative Environment: Encouraging Independence and Providing Rich Language Opportunities. 14 minutes
Topic # 7-Selecting Materials and Activities that Promote Interaction. 10 minutes
Topic # 8-Establishing Guideline for Effective Conversation. 15 minutes
Topic # 9-Conveying Emotions and Meanings Through Tactile Sign. 10 minutes
Topic #10-Fingerspelling. 14 minutes
Topic #11-Encouraging Interaction with Peers and Others Within the Community. 18 minutes
Topic #12-Interpreting for the Individual Who is Deaf-Blind. 12 minutes
Abstract: These videotapes explore some ways in which you can assist your child move from coactive signing into independent signing and conversational interactions.

Code: 068V **SKI*HI Introduction to the Tactile Communication Series**
Author: Hope, Inc.
Length: 32 minutes
Abstract: This videotape describes how to interact using tactile signing with children who are deaf-blind. It suggests ways to assist the child to access new people, places, and activities. It also discusses how to recognize and accept all forms of communication.

Code: 069V **SKI*HI Signals Series: Communication with Children who are Deaf-Blind (Signals and Cues)**
Author: Hope, Inc
Length:
Topic # 1 - Encouraging your child to relate to people. 7 minutes
Topic # 2 - Letting your child know who you are and what you will do. 10 minutes
Topic # 3 - Deciding what signals and cues to use. 9 minutes
Topic # 4 - A model for using signals and cues. 6 minutes
Topic # 5 - Skill: Anticipation & Activity: Getting up to play. 25 minutes
Topic # 6 - Skill: Awareness of child's signals & Activity: Toileting, bathing, brushing teeth. 25 minutes
Topic # 7 - Skill: Responding & Activity: Eating or feeding. 32 minutes

Code: 069V (Continued) - SKI*HI Signals Series
Topic # 8 - Skill: Encouraging turn-taking & Activity: Waking up, going to bed, and dressing. 25 minutes
Topic # 9 - Skill: Giving choice & Activity: Playing and actions. 24 minutes
Topic #10 - Skill: Using coactive signs & Activity: Placing and calming your child. 23 minutes
Topic #11 - Skill: Enriching activities & Activity: Feelings and senses. 37 minutes
Topic #12 - Skill: Encouraging active communication & Activity: Going somewhere. 22 minutes
Abstract: These videotapes lay the foundation for using signals and cues in daily routines and activities with your child who is deaf-blind.

Code: 070V SMALLTALK - Tape 1 - Introduction to SMALLTALK
Publisher: Riverside Publishing Company (1991)
Length: 9 minutes plus booklet
Abstract: This video provides a brief overview of the SMALLTALK series.

Code: 071V SMALLTALK - Tape 2 - Conversations Throughout the Day
Publisher: Riverside Publishing Company (1991)
Length: 13 minutes plus booklet
Abstract: This videotape shows how to recognize opportunities for conversations and how to find good times to start conversations with children.

Code: 072V SMALLTALK - Tape 3 - Ways to Create Conversations
Publisher: Riverside Publishing Company (1991)
Length: 22 minutes and booklet
Abstract: This video presents ways to encourage another turn, interpret with words what a child feels, add on t a child's turn, describe the child's focus of interest and (when necessary) introduce a new topic.

Code: 073V SMALLTALK - Tape 4 - Helping Young Children Learn to Take Turns
Publisher: Riverside Publishing Company (1991)
Length: 18 minutes plus booklet
Abstract: This video shows how to help child learn when and how to take turns, how to wait long enough for the child to take a turn, find moments for one-to-one conversations and time for long conversations, and how to notice and respond to tiny turns.

Code: 074V SMALLTALK - Tape 5 - Designing the Environment for Conversation
Publisher: Riverside Publishing Company (1991)
Length: 19 minutes plus booklet
Abstract: This video shows how to design your environment for good topics for conversations, arrange interesting things at the child's level, and design the environment with plenty of theings for children to do independently, so you are free to hoin in play and conversation.

Code: 075V SMALLTALK - Tape 6 - Helping Children Take Turns with Each Other
Publisher: Riverside Publishing Company (1991)
Length: 19 minutes plus booklet
Abstract: This video shows how to joins in children's play and help them take turns with each other, how to create child-size spaces that bring children together, and ways to help those who are especially shy, quiet, or less skilled than th others to join in small group activities.

Code: 076V SSI Helping Kids
Author: National Center for Policy Coordination in Maternal and Child Health
Length: 10 minutes
Abstract: This tape provides general information on SSI and how to apply for it. It contains interviews with parents who have children who qualify for benefits. These parents share their own personal stories about what they have been through and how SSI has helped.

Code: 077V SSI Presentation
Author: Tim Kotora
Length: 1 hour and 15 minutes
Abstract: Tim Kotora presents a general overview of Supplemental Security Income (SSI).

Code: 078V **Supporting Families and Their Prematurely Born Babies**
Author: Infancy Institute
Length: 102 minutes plus accompanying 293 page manual
Abstract: This video and accompanying manual is intended for training medical, allied health care, and Early Intervention providers. The book is divided into two units: Unit I introduces the trainee to the issues involved in supporting and addressing the needs of infants, families, and the providers that serve them; Unit II focuses specifically on the special issues of families with preterm infants. A source book of related readings is also provided.

Code: 079V **Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments**
Publisher: Communication Skill Builders (1990)
Length: 1 hour plus booklet
Abstract: This video shows how to help students with severe sensory or developmental disabilities learn to express needs, make choices, and follow a schedule using tangible symbol systems.

Code: 080V **They Don't Come with Manuals**
Publisher: Fanlight Productions
Length: 29 minutes
Abstract: This video features candid discussions by parents and adoptive parents of children with special needs concerning their day-to-day caring experiences.

Code: 081V **Videotape of all Five Programs from SKI*HI Institute**
Author: SKI-HI Institute
Length: 50 minutes
Abstract: This video shows all five SKI*HI programs: home hearing aid, home communicatin, home auditory, aural-oral, and home tactile communication.

Code: 082V **Vision Exercises: A Video of Home Visual Exercises for Children**
Publisher: Learning Skills Company (1989)
Length: 45 minutes
Abstract: Dr. Joel Zaba (optometrist) presents home vision exercises for children and young adults. These exercises should assist in improving visual skills related to performance, etc.

Code: 084V **The Way to Go**
Author: San Francisco State University
Length: 17 minutes
Abstract: This video shows children with multiple disabilities in school and community settings integrated with regular education students. Comments are given by parents and teachers concerning the benefits to both regular education students and special education students. Innovative ways to develop basic skills are shown.

Code: 085V **When the Mind Hears: A Synopsis in ASL**
Author: Harlan Lane
Length: 12 videotapes which accompany individual chapters in 537 page book
Abstract: These 12 vidoetapes are ASL synopsis of each chapter from the book which is a study of the history of people who are deaf in Europe and American. It traces the beginnings of formal education for students who are deaf in France and the U.S.

Code: 086V **Within Reach: Getting To Know People Who Are Deaf-Blind**
Publisher: TASH Technical Assistance Project
Length: 25 minutes
Abstract: This video shows a number of individuals with dual sensory impairments engaged in their typical environments. The video presents a variety of interaction and communication techniques which can be used. Three parents of children with dual sensory impairments talk about their children.

Code: 087V Working with Families
Author: Tom Powell - MTASH
Length: 1 hour and 15 minutes
Abstract: This presentation focuses on issues related to empowering families and working together with professionals.

Code: 088V You & Me: A Five Part Video Series about Educating Children who are Deaf-Blind
Author: Teaching Research
Length: Tape #1 (18 minutes) **Do not have other 4 tapes yet.**
Abstract: This video series describes the life of a child who is deaf-blind. It includes information on general introduction to Riley and his family, the interpreter-tutor, communication; mobility, and social networks for Riley.

Code: 089B Adam's Chair: Life in a Power Wheelchair
Author: C.A. Marienau
Length: 33 pages
Abstract: A mother describes the opportunities that her son's power wheelchair has allowed him.

Code: 090B Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Positioning and Handling
Length: 12 pages
Author: Cynthia Yates
Abstract: This booklet discusses: 1) Goals of good positioning, 2) Examples of functional positions, 3) Adapted seating, and 4) Handling/handling techniques.

Code: 091B Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Expressive Communication
Author: Cheryl S. Creel
Length: 16 pages
Abstact: This booklet discusses early forms of communication that occur before language. These levels include: 1) early communication, 2) conventional communication and 3) emerging symbol communication. The booklet also discusses the functions of expressive communication and setting up a communication program

Code: 092B Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Receptive Communication
Author: Kathleen Stremel Campbell
Length: 12 pages
Abstract: This booklet discusses how you can enhance the child's understanding of his social and physical world through interactions. It reviews types of cues, selecting cues based on interactions and the use of receptive communication to support the child's expressive system.

Code: 093B Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Interaction and Play
Author: Jimmie Matthews
Length: 16 pages
Abstract: This booklet list strategies to encourage interactions and play with your child. This includes interactions with people, interactions with objects,and combining interactions on people and objects. Information is also provided on how to develop stategies to enhance interactions through play.

Code: 094B Activity Descriptions: Activity-Based Language Training
Author: Steven F. Warren
Length: 29 pages
Abstract: This book presents play activities for language training. Each activity includes a list of materials, time necessary, a description of the activity, variations of the activity, basic vocabulary, syntax skills, morphology, and pragmantic skills.

Code: 095B **Administrative and Implementation Guidelines for School Community-Based Vocational Instruction Based on the Fair Labor Standards Act**
Author: N. Elliot, Houser, E., Alberto, P., Taber, T., and Arnold, S.
Length: 49 pages
Abstract: Monograph provides regulations that are in compliance with the law and required by Dept. of Labor in regards to wage and hours. It provides "best practices" for the implementation of a community-based vocational training program.

Code: 096B **An Assessment Instrument for Families: Evaluating Community-Based Residential Program for Individuals with Deaf-Blindness**
Author: Helen Keller National Center - Technical Assistance Center, Hilton/Perkins Project, Members of the National Parent Network Advisory Committee
Length: 12 pages
Abstract: An evaluative list for parents when selecting or monitoring their child's residential program. The tool offers three areas of assessment: 1) physical attributes of the home; 2) available resources for promoting capabilities; and 3) philosophy of the agency.

Code: 097B **Annotated Resource Guide to Early Intervention Training Material**
Author: Faculty Institute for Training - J.F.K. Center, University of Colorado
Length: 159 pages
Abstract: This publication is a resource guide for those who teach, consult or do advocacy work in early intervention. References are listed under ten general topics.

Code: 098B **Assessment of Auditory Functioning of Deaf-Blind Multihandicapped Children**
Author: Deborah Kukla and Theresa Thomas Connolly (South Central Regional Center for Services to Deaf-Blind Children) - 1978
Length: 105 pages
Abstract: This assessment will allow teachers to determine to what extent a child who is deaf-blind or multiply disabled uses his residual hearing in the classroom.

Code: 099B **Augmentative & Alternative Communication Systems for Persons with Moderate and Severe Disabilities**
Author: D. Baumgart, J. Johnson, & E. Helmstetter
Length: 254 pages
Abstract: This book describes communication systems and services and illustrates the process for assessing, designing, implementing, and evaluating a communicaiton system for children, youth, and adults with moderate and severe disabilities.

Code: 100B **Augmentative Communication for Children with Deaf-Blindness: Guidelines for Decision Making**
Author: C. Cress, P. Mathy-Laikko, & J. Angelo
Length: 59 pages
Abstract: The focus of this book is to discuss issues that are likely to occur in developing an augmentative communication system for an individual with dual sensory impairments. Specific implementation or modification of general techniques for deaf-blind individuals are covered with each step in the decision process. Equipment and resources specific to dual sensory impairments are covered.

Code: 101B **Bibliography of Print Resources**
Author: Library Services for the Hearing Impaired
Length: 80 pages
Abstract: A categorical bibliography.

Code: 102B **Can't Wait to Communicate: Fun Activities that Shape Nonverbal Communication**
Author: R. Wise
Length: 75 pages
Abstract: This book provides activity ideas for incoporating the use of communication boards into daily routines in a way that is fun and meaningful for the student.

Code: 103B **Catalog of Community Services for Children**
Author: Metropolitan Board of Education
Length: 68 pages
Abstract: This catalog provides a listing of services available to children in the Nashville area. Both public and private agencies are listed, as well as volunteer and advocacy groups.

Code: 104B **CHARGE Syndrome: A Booklet for Families**
Author: M. Hefner, J. Thelin, S. Davenport, & J. Mitchell
Length: 48 pages
Abstract: This booklet gives both general and specific information about CHARGE syndrome. A list of resources about CHARGE syndrome is included.

Code: 105B **Children Move to Learn: A Guide to Planning Gross Motor Activities**
Author: J. Kline
Length: 52 page booklet
Abstract: This guide suggests questions and observations that lead to positive assessment of selected gross motor abilities; makes it possible to detect and identify delays; and then initiate, develop and implement corrections.

Code: 106B **Choices in Deafness: A Parent's Guide**
Author: L. Schwartz
Length: 212 pages
Abstract: This book presnets three methodologies: cued speech, oral approach, and total communication. It includes a recommended reading list, a directory of national organizations, and a directory of state programs.

Code: 107B **Choosing Options & Accommodations for Children (COACH): A Guide to Planning Inclusive Education**
Author: M. Giangreco, C. Cloninger, & Iverson, V.
Length: 189 pages
Abstract: This guide offers an alternative to criterion-referenced assessment approaches. It is an assessment and planning tool which is designed to identify the content of a child's program based on individually determined valued life outcomes. The guide is organized into three parts: 1) Family Prioritization Interview; 2) Defining Educational Program Components; and 3) Addressing Educational Program Components in Inclusive Environments.

Code: 108B **Collaborative Teams: For Students with Severe Disabilities Integration Therapy and Educational Services**
Author: B. Rainforth, J. York, and C. Macdonald
Length: 284 pages
Abstract: This book describes ways in which families and professionals can work together to create learning opportunities for students. It discusses transitions, the collaborative team, and details how to implement team strategies.

Code: 110B **Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps**
Author: Mary A. Falvey
Length: 372 pages
Abstract: This book offers strategies and materials for community-based instruction, including information on: Improving curricula; establishing priorities in educational programs; focusing on instructional issues, skills, and strategies; and determining the how, where, and why of a particular activity.

Code: 111B **A Continuation of Integration in Early Childhood Special Education: Setting Up Cooperative Programs in Community Nursery School Settings**
Author: M. Bruder
Length: 20 page booklet
Abstract: This booklet gives information about program evaluations. A Planning Guide is included for evaluating early childhood programs.

Code: 112B **Cued Speech: Another Option**
Author: S. Horning & M. Walworth
Length: 45 pages
Abstract: This monograph describes Cued Speech and how it can be used in the SKI*HI home visit lessons.

Code: 113B **Curriculum Adaptations for the Deaf-Blind: The Sensorimotor Period**
Author: Judy A. Goodrich & Patricia G. Kinney
Length: 235 pages
Abstract: This guideline was developed to assist providers as they assess, plan for and implement programs for students who are deaf-blind. The guideline includes: an overview, procedures for adapting the curricula, sample activities, and supplemental readings.

Code: 114B **Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students**
Author: S. Stainback & W. Stainback
Length: 275 pages
Abstract: This book focuses on how to promote inclusive education by designing, adapting, and delivering curriculum in general education classrooms.

Code: 115B **A Curriculum for All Young Children: The EC-SPEED Curriculum Guide**
Publisher: Ohio Department of Education (1989)
Length: 108 pages
Abstract: This guide provides functional curricular suggestions that correlate with best practices from the Program Design and Evaluation Guide (#122B).

Code: 116B **The Deaf Mentally Retarded**
Author: American Speech and Hearing Association
Length: 13 page booklet
Abstract: This booklet presents information about individuals who have hearing impariments and mental retardation.

Code: 117B **Deaf Students and the School-to-Work Transition**
Author: T. Allen, B. Rawlings, & A. Schildroth
Length: 253 pages
Abstract: This book is a comprehensive study of youth with severe and profound hearing impairments. Discusses laws and regulations, reviews available services, examines existing relationships between educational programs and vocational rehabilitation agencies, and provides parents' perspectives on the transition process.

Code: 118B **Developing IFSPs: A Family Focused Approach**
Author: Interdisciplinary Human Development Institute-University of Kentucky (1991)
Length: 113 page manual plus appendices
Abstract: The modules in this manual were designed to provide a framework and philosophy for developing Individualized Family Service Plans (IFSPs). The modules focus on: 1) Introduction to Public Law 99-457; 2) Philosophy and Framework for Developing the IFSP; 3) The IFSP Process: Working with Families; and 4) Skills to Implement the Process.

Code: 119B **Directory of Agencies and Organizations Serving Individuals who are Deaf-Blind**
Author: Helen Keller Center for Deaf-Blind Youths and Adults
Length: 291 pages
Abstract: This directory contains a listing of services/agencies who have worked with individuals with deaf-blindness. This should serve as a resource guide to services in the United States.

Code: 120B **Directory of Community Services**
Author: Council of Community Services
Length: 364 pages
Abstract: This directory contains a listing of community services available in Davidson County.

Code: 121B **Early Intervention For Young Children and Their Families Affected by Maternal Substance Abuse**
Author: The Boling Center for Developmental Disabilities-University of Tennessee, Memphis (1993)
Length: 73 pages
Abstract: This book contains the history and development of the Boling Center. It also includes information on the components of the project and the results of follow-up procedures.

Code: 122B **EC-SPEED Early Childhood Special Education Program Design and Evaluation Guide**
Publisher: Ohio Department of Education (1989)
Length: 68 pages
Abstract: This provides a basis for designing and evaluating exemplary early childhood special education programs. It includes information on legal, program, and service delivery options.

Code: 123B **EC-SPEED Model Program Conference: Summary of Conference Proceeding**
Publisher: Ohio Department of Education (1993)
Length: 72 pages
Abstract: These Conference Proceedings are from a two-day problem solving conference held in Columbus, Ohio on March 8 and 9, 1991. It includes information on parent involvement, funding, staff development, collaboration, integrated related services, class size, scheduling, and transition.

Code: 124B **Educating Children with Multiple Disabilities**
Author: F. Orelove & D. Sobsey
Length: 481 pages
Abstract: This book combines the transdiciplinary team model with a functional array of assessment, intervention, and evaluation techniques. It is a practical guide to curricular planning and implementation for children with severe or profound mental retardation who have motor or sensory impairments.

Code: 125B **Educating All Students in the Mainstream of Regular Education**
Author: S. Stainback, W. Stainback, & F. Forest
Length: 286 pages
Abstract: This book addresses approaches for merging or integrating special and regular education and for educating all students in the mainstream of regular education as a regular, normal, and expected practice.

Code: 126B **Education of Children with Disabilities from Birth to Three: A Handbook for Parents, Teachers and Other Care Providers**
Author: M. Mapes, J. Mapes, & M. Lian
Length: 71 pages
Abstract: This easy-to-read handbook provides basic information on birth-to-three programs for children with disabilities.

Code: 127B **Enhancing Interactions Between Service Providers and Individuals who are Severely Multiply Disabled**
Author: E. Siegel-Causey & D. Guess
Length: 106 pages
Abstract: This book begins with an introduction to nonsymbolic communication, offers instructional guidelines for incoporating it, and presents examples that help move plans into practice. In addition, specific hands-on strategies and procedures for better understanding and developing functional communication repetoires are presented.

Code: 128B **Enhancing Nonsymbolic Communication Interaction among Learners with Severe Disabilities**
Author: E. Siegel-Causey & D. Guess
Length: 208 pages
Abstract: This book is for caregivers, educators, clinicians, therpaists, and others dedicated to developing communication and instructional skills among students with severe and multiple handicaps.

Code: 129B **Engineering the Preschool Environment for Interactive Symbolic Communication 18 Months to 5 Years Developmentally**
Author: C. Goosens, S. Crain, & P.S. Elder
Length: 201 pages
Abstract: This book discusses engineering or designing the preschool environment so that use of augmentative and/or alternative communication systems (AAC) is feasible and encouraged. The AAC needs to be an integral part of the classroom and should be designed in a timely and cost-efficient manner. Part I of the book focuses on designing the environment while Part II centers around training frequent, interactive, and generative use.

Code: 130B **Etiologies and Characteristics of Deaf-Blindness**
Author: K.W. Heller & C. Kennedy
Length: 72 pages
Abstract: This monograph was developed to assist state coordinators, administrators, educators, related staff and parents to gain a better understanding of the terminology and major causes of deaf-blindness.

Code: 131B **Feeding Baby**
Author: Gerber Products Company
Length: 34 pages
Abstract: This is a simple, sensible, and convenient set of guidelines for new parents.

Code: 132B **First Steps: A Handbook for Teaching Young Children who are Visually Impaired**
Author: Blind Children's Center
Length: 203 pages
Abstract: This book provides information on teaching chldren with visual impairments. Chapters cover behavior management, speech and language development, sesnsorimotor integration, motor development, orientation and mobility skill debelopment, and self-help skills.

Code: 133B **Functional Curriculum Programming for Students with Mulitiple Disabilities**
Author: Peabody Integration Project, Community-based curriculum: Instructional strategies for students with severe handicaps. TOT (Tennessee Outreach Training) Project
Length: 54 pages
Abstract: The assessment strategies emphasized in this booklet are those that will assist educators and parents to develop chronological age-approprriate and functional educational programs for students with severe handicaps.

Code: 134B **A Guide for Planning the Psychological Needs of the Young Hospitalized Child**
Author: S. Cohen, N. Brill, M. Fauvre, S. Clark, L. Garcia, & N. Klein
Length: 65 pages
Abstract: This guide has been complied to assist child life workers and other health care providers in delivering services to young hospitalized children and their families.

Code: 135B **A Guide to conditions Which Place Children at Developmental Risk**
Author: Tennessee Children's Services Commission (1986)
Length: 98 pages
Abstract: The guide was developed to assist service providers of young children to understand handicapping conditions, to recognize potential problems, and to make appropriate referrals.

Code: 136B **IFSP Handbook - Louisiannna**
Author: S. Bertrand, R. Fewell, M. Hockless, D. Sexton, and P. Snyder (1991)
Length: 43 pages plus appendices
Abstract: This handbook serves as a guide for developing IFSPs for children in Louisiana.

Code: 137B **Inclusive Instructional Design: Facilitating Informed and Active Learning for Individuals Who Are Deaf-Blind in Inclusive Schools**
Author: Kathy Gee, Morgan Alwell, Nan Graham, Lori Goetz
Length: 106 pages
Abstract: This manual recommends practices to ensure successful inclusion of students who are deaf-blind. Chapters focus on the definition of inclusion, definition of deaf-blind, team planning, and creating programs.

Code: 138B **Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults**
Author: D. Sauerburger
Length: 194 pages
Abstract: This book provides insights, strategies, and techniques for how to communicate and feel comfortable with our deaf-blind clients, colleagues, and acquaintances.

Code: 139B **Information about Usher Syndrome**
Author: RP Foundation Fighting Blindness
Length: 24 pages
Abstract: This book provides basic information about Usher syndrome and also lists organizations and resources for individuals with visual impairments.

Code: 140B **Information about RP and Allied Retinal Degenerative Diseases**
Author: RP Foundation Fighting Blindness
Length: 23 pages
Abstract: This book provides basic information about retinitis pigmentosa (RP). Organizations and resources for individuals with visual impairments are listed.

Code: 141B **The Inheritance of RP and Allied Retinal Degenerative Diseases**
Author: J. C. Hennessey
Length: 16 pages
Abstract: This book explains the genetic inheritance of retinitis pigmentosa (RP). Addressess for RP research centers are listed.

Code: 142B **Innovative Program Design for Individuals with Dual Sensory Impairments**
Authors: L. Goetz, D. Guess & K. Stremel-Campbell
Length: 365 pages
Abstract: This book gives practical guidance in the areas of nonverbal or nonsymbolic communicaiton systems, assessment of residual sight and hearing, orientation and mobility skills, functional living skills, and the use of natural cues and prompting sequences.

Code: 143B **The Insite Developmental Checklist**
Author: E. Morgan & S. Watkins
Length: 49 pages
Abstract: A comprehensive developmental skill assessment for young multihandicapped, sensory impaired children. The assessment includes: 1) short form for 0-2 years, 2) long form for 0-6 years, 3) Instruction Manual - Assessment of Developmental Skills for Young Multihandicapped Sensory Impaired Children

Code: 144B **The Insite Model**
Author: S. Watkins, Editor
Length: (Available by Chapters)
Abstract: Volume 1: Introduction, Overview, Background, Rationale, & Description
The MHSI Child, His Family, and the Parent Advisor
Psychological and Emotional Support
Supportive Services
Planning, Delivering, and Reporting
Getting Started Program
Hearing Program
Communication Program

Volume 2: Vision Program
Cognition Program
Motor Impairments Program
Developmental Resources

Code: 145B **Interagency Collaboration for Young Adults with Deaf-Blindness: Toward a Common Transition Goal**
Author: J. Everson, P. Rachal, & M. Michael (1992)
Length: 89 pages
Abstract: This monograph discusses ways agencies can work together for the purpose of transitioning students who are deaf-blind. Chapter topics include: 1) TAC Interagency Training and Technical Assistance Activities; 2) Collaborative Interagency Transitional Services; 3) Salient Aspects of the Collaborative Transition Process; 4) Parents: Vital Members of the Interagency Transition Team; and 5) Collaborative Interagency Transition.

Code: 146B **Interpreting and Transliterating for Persons who are Deaf-Blind**
Author: Illinois Department of Rehabilitation Services
Length: 13 pages
Abstract: Delineates the skills necessary to interpret or transliterate for a person who is deaf-blind. A comprehensive list of the modes of communication is given.

Code: 147B **Into Our Lives**
Author: Children's Hospital Medical Center of Akron (1989)
Length: 44 pages
Abstract: For families who have a child with a special need, this book serves as a guide to the IFSP process.

Code: 148B **An Introduction to Behavior Management in Early Childhood Special Education**
Author: M. Bruder
Length: 12 page booklet
Abstract: This booklet explains how to create a behavior management program.

Code: 149B **An Introduction to Cultural Sensitivity: Working with Puerto Rican Families in Early Childhood Special Education**
Author: M. Bruder
Length: 7 page booklet
Abstract: This booklet gives basic information about cultural sensitivity, characteristics specific to the Puerto Rican culture, and a guide to help you communicate with families of different cultures.

Code: 150B **An Introduction to Program Evaluation in Early Childhood Special Education**
Author: M. Bruder
Length: 10 page booklet
Abstract: This booklet gives information about program evaluations. A planning guide is included for evaluating early childhood programs.

Code: 151B **Kids Are Kids: An Activities Based Curriculum Guide for Infants, Toddlers, & Preschoolers**
Author: Kathy Meredith Russell
Length: 225 pages
Abstract: This guide presents many activities appropriate for children ages birth to 3 who have developmental disabilities. It includes 9 monthly theme units and 5 theme units for summer camp. These materials can be used for all preschool educational programs, whether they have children with or without disabilities.

Code: 152B **A Life of Leisure - Leisure Options for Persons with Dual Sensory or Multiple Impairments**
Author: M. Clyne & L. Cummings
Length: 128 pages
Abstract: This book contains a rationale for leisure programming with suggestions for the teaching of specific individual and group recreational activities that once learned people are free to choose to do during leisure time for the rest of their lives.

Code: 153B **Learning Together: A Parent Guide to Socially-Based Routines for Visually Impaired Infants**
Author: D. Chen, C.T. Friedman, and G. Calvello (1988)
Length: 39 pages
Abstract: This book contains activities and strategies for infants between 6 and 24 months that can be done during home routines.

Code: 154B **Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments, 2nd Edition**
Author: Nancy Levack (1994)-Texas School for the Blind and Visually Impaired
Length: 263 pages
Abstract: This guide provides guidelines for assessing visual functioning, guidelines for planning and implementing programming, and serves as a reference guide for information related to low vision.

Code: 155B **The Medically Complex Child - The Transition to Home Care**
Author: N. J. Hochstadt & D. M. Yost
Length: 323 pages
Abstract: This book provides information on the theoretical, ethical, and practical issues surrounding transition and home care for medically complex children.

Code: 156B **The Medically Fragile Child**
Author: M. Krajicek & R. Tompkins
Length: 162 pages
Abstract: This book reviews problems and issues met by families of medically fragile infants in a variety of settings. In addition to physiological and developmental contexts, the book provides readers with practical suggestions and solutions to problems encountered in caring for medically fragile infants.

Code: 157B **Medically Fragile Infants and Toddlers: An Interdisciplinary Training Curriculum**
Author: JFK Center for Developmental Disabilities, University of Colorado
Length: 294 pages
Abstract: This curriculum covers: overview of medically fragile; family adjustment and family-centered; interdisciplinary team assessment and intervention; feeding problems-assessment and intervention; service coordination; and community interaction.

Code: 158B **Mini-Grants and Volunteers: Developing Support for Augmentative Communication Programs**
Author: C. R. Musselwhite
Length: 115 pages
Abstract: This book suggests two ways to develop support for aumentative communication programs: developing mini-grants for funding and utilizing nontraditional volunteers for hands on support.

Code: 159B **MTASH/ARC Fall Conference Program Notes 1994: What Type of Reality is Inclusion?**
Author: Kent Logan
Length: 2 pages plus video of keynote speech
Abstract: Kent Logan defines and compares the 3 types of reality in relation to inclusion: 1) virtual reality, 2) consensual reality, 3) exprimental reality.

Code: 160B **Movement Analysis and Curriculum for Visually Impaired Preschoolers**
Author: Pinellas County Public Schools in Florida (1986)
Length: 230 pages
Abstract: This was designed for O & M Specialist; however, it is also beneficial to OT, PT, Vision Specialist, and Preschool Teachers who work with young children with visual impairments. Covers positioning and handling technigues and offers movement activities.

Code: 161B **New England Center for Deaf-Blind Services Resource Library**
Author: New England Center for Deaf-Blind Services (1992)
Length: 405 pages
Abstract: This directory includes a list of the articles, publications, videotapes, and additional resources which are available at the New England Center Resource Library.

Code: 162B **On the Way to Literacy: Early Experiences for Visually Impaired Children**
Author: J. M. Stratton & S. Wright
Length: 112 pages
Abstract: This book provides information on a child's needs in developing the foundations of literacy. Within each developmental level (infants, toddlers, and preschoolers), communication, had skills/tactual exploration, concepts, and book experiences are discussed.

Code:163-172B On the Way to Literacy: Early Experiences for Visually Impaired Children:
Publisher: American Printing House for the Blind (1991)
Length: From 7 to 24 pages
Abstract: Tactile/Visual storybooks for young children who are blind or visually impaired. These books may be used along with the guide book 162B.

- Something Special **163B**
- Roly-Poly Man **164B**
- Bumpy Rolls Away **165B**
- Silly Squiggles **166B**
- The Longest Noodle **167B**
- Gobs of Gum **168B**
- The Caterpillar **169B**
- That Terrible Awful Day **170B**
- Jennifer's Messes **171B**
- Book About Me **172B**

Code: 173B One Step at a Time: A Manual for Families of Children with Deaf-Blindness
Author: S. Bolton
Length: 38 pages
Abstract: This book shares practices from families of children who are deaf-blind. Written primarily for parents, this manual will also help therapists.

Code: 174B An Orientation and Mobility Primer for Families and Young Children
Author: Bonnie Dodson-Burk and Everett W. Hill
Length: 42 pages
Abstract: Part I of this book provides information on basic concepts related to the instruction of orientation and mobility. Part II provides functional suggestions that families can incorporate into their routines to facilitate orientation and mobility skills.

Code: 175B PACT: Partners in Augmentative Communicaiton Training
Author: D. M. Culp & M. Carlisle
Length: 142 pages
Abstract: This is a resource guide for interaction facilitation training for children. The book gives information of improving communication between young augmentative communication users and their communication partners.

Code: 176B Parenting Preschoolers: Suggestions for Raising Young Blind and Visually Impaired Children
Author: Kay Alicyn Ferrell
Length: 28 pages
Abstract: This booklet gives an overview of what families may expect when they first discover that their child is blind or visually impaired. Using a question-answer format, the booklet covers topics from mobility to braille to early childhood programs.

Code: 177B-188B Parents as Partners in Early Intervention:
Author: Outreach to Infants in Rural Settings
Length:

177B-Transition Issues in Early Intervention	5 pages
178B-The IEP, Facts to Know	6 pages
179B-Service Coordinator	5 pages
180B-Preschool Services	5 pages
181B-Goal Setting	5 pages
182B-Public Law 99-457	5 pages
183B-Child Assessment	5 pages
184B-Family Assessment	5 pages
185B-Case Manager	5 pages
186B-Early Intervention Services	5 pages
187B-Procedural Safegaurds	11pages
188B-Transition Issues	5 pages

Abstract: These booklets were designed to assist families in understanding Public Law "IDEA"- Part H and Part B.

Code: 189B **Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities**
Author: C. Cushman, K. Heydt, S. Edwards, M. J. Clark, & M. Allon
Length: (Available by chapters)
Abstract: This guide provides techniques and methods for working with children who are visually impaired with additional multiple disabilities. It contains information specific for most all areas of development.

Code: 190B **Physical Therapy in Public Schools: A Related Service Vol. 1**
Author: B. Blossom & F. Ford
Length: 182 pages
Abstract: This book contains specific information for assessment and intervention strategies that will facilitate student success in multiple learning and community environments.

Code: 191B **Playing with Your Child: Mastery Motivation and Learning**
Author: S. Hupp, T. Alpert, & S. Goetz
Length: 17 page booklet
Abstract: This booklet will provide you with strategies to encourage mastery motivation in children.

Code: 192B **Positioning for Play: Home Activities for Parents of Young Children**
Author: R. B. Dianmant
Length: 213 pages
Abstract: This book includes home activities for parents which combine the principles of positioning with play to encourage sensory and motor development.

Code: 193B **Proceedings for the National Symposium on Children and Youth Who Are Deaf-Blind**
Author: J. W. Reiman & P. A. Johnson
Length: 240 pages
Abstract: These proceedings present abstracts and texts of all formal Symposium papers and them-centered lists of specific recommendations emerigning from the Symposium focus groups from the 1992 National Symposium on Children and Youth Who are Deaf-Blind.

Code: 194B **Program Guidelines for Individuals Who Are Deaf-Blind**
Author: California Department of Education - Bill Honig
Length: 83 pages
Abstract: These guidelines were developed to assist in identifying, assessing, planning, and providing educational services.

Code: 195B **Psychoeducational Assessment of Students Who Are Visually Impaired or Blind**
Author: S. Bradley-Johnson
Length: 253 pages
Abstract: This book covers issues related specifically to assessing students with visual impairments. The book contains descriptions of procedures which can be used to obtain information during assessment, background information on assessing individuals with visual impairments, special procedures needed to obtain information on these children and adolescents, and detailed reviews of published tests.

Code: 196B **Quality Early Intervention: Linking Research and Practices**
Author: M. Graham & D. Bryant
Length: 36 pages
Abstract: This report summarizes best practices through review of the literature and site visits to national and state programs. The goal of this report is to suggest directions for practices, not to dictate policy.

Code: 197B **A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness**
Author: SKI*HI Institute, P. Alsop
Length: 576 pages
Abstract: This manual gives basic information about deaf-blindness and intervention with young children who are deaf-blind, information on learning strategies, communication and tactile signaling and signing, hearing and auditory stimulation, vision and visual stimulation, touch and tactile stimulation, daily care and self-help skills, massage, motor skills and positioning and handling, orientation and mobility, behavior management, special health-care needs, and play and toys.

Code: 198B **Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 1**
Author: E. Morgan, Editor
Length: 459 pages
Abstract: This volume includes a model for home and center-based services, information on working with families and support services, assessment, planning and program delivery, interacting with people (communication, language, social), and childcare and self-care.

Code: 199B **Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2**
Author: E. Morgan, Editor
Length: 608 pages
Abstract: This volume includes information on gross motor and orientation and mobility, learning through the senses, and cognition.

Code: 200B **The Road to Freedom: A Parent's Guide to Prepare the Blind Child to Travel Independently**
Author: R. Webster
Length: 115 pages
Abstract: This book is intended to teach parents how to provide their child with visual impairments the prerequisite skills necessary to benefit from orientation and mobility training.

Code: 201B **Ryan: A Mother's Story of Her Hyperactive/Tourette Syndrome Child**
Author: Susan Hughes
Length: 153 pages
Abstract: A mother of a child with hyperactivity disorder and Tourette syndrome describes the triumph over a life full of struggles with her son Ryan.

Code: 202B **Semi-Annual Accessions List January-June 1994**
Author: Perkins School for the Blind
Length: 83 pages
Abstract: Bibliography of available materials.

Code: 203B **Screening and Assessment: Guidelines for Identifying Young Disabled and Developmentally Vulnerable Children and Their Families**
Author: Samual J. Meisels and Sally Provence (1989)
Length: 65 pages
Abstract: This book discussed the rationale and guidelines for screening and assessing young children (ages 0-5) who have disabilities. It includes information on Public Law 99-457, information of the development of children, procedures for screening and assessment, information on risks to child's development, and guidelines for developing appropriate screenings and assessments.

Code: 204B **Sensory Assesment Manual**
Author: P.J. Cress
Length: 21 pages
Abstract: This book discusses visual and auditory assessment of individuals with dual sensory impairments.

Code: 205B **Signs of Success: A Progressive Sign Language Manual for Deaf/Blind and the Multihandicapped**
Author: L. G. Cummings
Length: 166 pages
Abstract: This is a "workbook" which describes the communication mode and signs which individuals with dual sensory impairments or multiple diabilities utilize. The book contains suggestions and practice sentences for the development of sign language classes for staff working with individuals with disabilities in a variety of settings.

Code: 206B **SKI*HI Home-Based Programming for Children with Hearing Impairments: Demographiscs, Child Identification, and Program Effectiveness**
Author: C. Strong, T. Clark, D. Barringer, B. Walden, & S. Williams
Length: 313 pages
Abstract: This book summarizes the results of a study of SKI*HI home-based programming. The study attempted to describe the demographic characteristics of the children receiving home-based instruction, to study the relationship between demographic characteristics and child achievement, to study the effectiveness of identification procedyres for hearing impairments, and to investigate the effect of various aspects of home-based intervention, including amount, intesity, and time of program start, on language development.

Code: 207B **Special Education Technology: Classroom Applications**
Author: R. B. Lewis
Length: 552 pages
Abstract: This book focuses on ways teachers can use computers and other technologies to improve the education of students with disabilities.

Code: 208B **Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs**
Author: B. Baker & A. Brightman
Length: 323 pages
Abstract: Offers a step-by-step approach for teaching children with disabilities self-help skills, toileting skills, play skills, advanced self-care, home care, and information necessary for getting along in the world.

Code: 209B **Strategies for Early Intervention Program from Planning to Service Delivery**
Author: L. Arnn and C. Kelsey
Length: 94 pages
Abstract: This book describes suggestions for organizing forms so that outreach and programming will be most functional. It is a practice tool designed to provide information on how to deliver quality services in early childhood intervention settings.

Code: 210B **Support Network for Inclusive Schooling: Interdependent Integrated Education**
Author: W. Stainback & S. Stainback
Length: 259 pages
Abstract: This book outlines a broad range of strategies for implementing inclusibe education and shows how the respect children learn for each other in the classroom can carry ober into the wider community.

Code: 211B **Supporting Families and Their Prematurely Born Babies: Guide for Training Care Providers and Source Book**
Author: Infancy Institute
Length: 293 page manual with accompanying 102 minute video
Abstract: This manual and accompanying video are intended for training medical, allied health care, and Early Intervention providers. The book is divided into two units: Unit I introduces the trainee to the issues involved in supporting and addressing the needs of infants, families, and the providers that serve them; Unit II focuses specifically on the special issues of families with preterm infants. A source book of related readings is also provided.

Code: 212B **Supporting Young Adults Who Are Deaf-Blind in Their Communitites: A Transition Planning Guide for Service Providers, Families and Friends**
Author:
Length:
Abstract:

Code: 213B **Technology Resources for Students with Deaf-Blindness and Severe Disabilities**
Author: N. Sall & H. Mar
Length: 97 pages
Abstract: Information on adaptive technology based, in part, on a research project that aimed to identify, demonstrate, and validate the uses of technology for preschool and school-age children with deaf-blindness and severe disabilities.

Code: 214B **Technology in the Classroom: Communication**
Author: S. Blackstone
Length: 72 pages plus appendices (A-0)
Abstract: This book discusses intervention for young children with severe communication disorders. Accompanying videotape.

Code: 215B **Technology in the Classroom: Education**
Author: E.L. Cassatt-James
Length: 102 pages plus appendices (A-F)
Abstract: This book explains the integration of assistive technology into sensorimotor, preschool, and elementary curricula. Accompanying videotape.

Code: 216B **Technology in the Classroom: Listening and Hearing**
Author:
Length:
Abstract: This book describes how assitive technology relates to chilfren with severe listening and hearing disorders. Accompanying videotape.

Code: 217B **Technology in the Classroom: Positioning, Access, and Mobility**
Author: E. Trefler
Length: 57 pages plus appendices (A-F)
Abstract: This book provides basic principles regarding the use of assistive technology to meet a child's positioning and mobility needs. Acommpanying videotape.

Code: 218B **The Transdisciplinary Training, Assessment and Consultation Model**
Author: Carol S. Eagen, Kathleen Petisi, and Amy L. Toole (1980)
Length: 60 pages plus appendices
Abstract: This manual was developed for a classroom of children (ages 3 & 4) who had mild to moderate disabilities. It focuses on: 1) introduction to the transdisciplinary process; 2) roles of people on the team; 3) training activities to make the process work; and 4) the implementation plan.

Code: 219B **Tri-Wall Pattern Portfolio**
Author: M. J. Baker & D. Kilburn
Length: 21 pages
Abstract: This book provides patterns and instructions to build seven basic designs of adaptive equipment for infants and toddlers including: regular seat, incline seat, recline V-back seat (small and medium), recline V-back floor sitter, highchair insert, and table.

Code: 220B **Understanding SSI**
Author: The Department of Health and Human Services Social Security Administration
Length: 62 pages
Abstract: The purpose of this book is to inform advocates and others in interested agencies and organizations about supplemental security income (SSI) eligibility requirements and processes.

Code: 221B **Use of Aversive Procedures with Persons who are Disabled: An Historic Review and Critical Analysis**
Author: D. Guess, E. Helmstetter, H. Turnbull, & S. Knowlton
Length: 68 pages
Abstract: This monograph addresses the underlying assumptions of the 1981 resolution calling for the termination of the use of aversive procedures to modify the behavior of persons with sever handicaps, and provides both data and arguments to support the original concerns that led to the action taken at that time by the Executive Board of The Association for Persons with Severe Handicaps (TASH).

Code: 222B **When the Mind Hears: A Synopsis in ASL**
Author: H. Lane
Length: 537 pages with 12 accompanying videotapes
Abstract: A powerful study of the history of Deaf people in Europe and America. This book traces the beginnings of formal education for deaf students in France and in the U.S.

Code: 223B **Working with Families of Young Children with Special Health Care Needs**
Author: E. C. Morgan, Editor - Hope, Inc.
Length: 193 pages
Abstract: This monograph includes 5 sections on medical conditions and interventions, service providers, psycho-emotional issues, the role of the parent advisor in providing early intervention services to the family, and developmental activities adapted for children with special health care needs.

Code: 224V **Access for All: Integrating Deaf, Hard of Hearing and Hearing Preschoolers**
Author: Gail Solit, Maral Taylor, and Angela Bednarczyk
Length: 1 hr 11 min
Abstract: This video is intended for child-care providers, early childhood educators, and administrators considering integrating children with hearing impairments into their setting. The video presents information on hearing impairments, hearing aids, interagency collaboration, and inclusion and adaptation.

Code: 225B **Chair Inserts for Preschoolers**
Author: E. Horn, C. E. Millen, C. L. Cavanaugh, & S. Komisar
Length: 5 pages
Abstract: Provides detailed procedures for making chair inserts for preschoolers with physical disabilities in order to provide customized adaptive searing at reduced cost.

Code: 226B **Augmentative Communication**
Author: C. Cushman
Length: 20 pages
Abstract: This chapter from Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities presents an introduction to augmentative communication systems and then presents resources related to augmentative communication.

Code: 227B **Normal Development of Functional Motor Skills**
Author: R. Alexander, R. Boehme, & B. Cupp
Length: 243 pages
Abstract: This book presents information on the development of a typical infant from birth to 12 months in the areas of postural control, gross motor, fine motor, oral-motor, and speech and language. Each chapter includes a summary chart and a list of reference materials.

Code: 228B **Hal-Hen Company, Inc. Catalog**
Author: Hal-Hen Company, Inc.
Length: 139 pages
Abstract: This catalog offers many different types of products which are offered to the hearing, health core industru including hearing aid accessories.

Code: 229B **Welcoming Students Who Are Deaf-Blind Into Typical Classrooms**
Author: Norris G. Haring & Lyle T. Romer
Length: 447 pages
Abstract: This book offers guidance to educators to create supportive environments for students with deaf-blindness. Information is included on overview of population, collaborative teamwork for program planning, functional communication, social relationships, and support strategies.

Code: 230B **Preschool Orientation and Mobility Screening**
Author: Bonnie-Dodson & Everett Hill
Length: 27 pages
Abstract: The screening is designed for O & M instuctors to identify areas needing further assessment and to identify current functioning levels and needs with O & M.

Code: 231B **Transition Services for Youths Who Are Deaf-Blind: A "Best Practices" Guide for Educators**
Author: Helen Keller National Center - Technical Assistance Center
Length: 139 pages
Abstract: This guide provides information and suggestions for successful transitions for youths who are deaf-blind.

Code: 232B **Deaf and Hard of Hearing Students Educational Service Guidelines**
Editor: S. Baker-Hawkins and S. Easterbrooks
Length: 85 pages
Abstract: This document provides information to education agencies, service providers, and families on the program elements and features needed when designing a program for students who are deaf or hard of hearing. The document is divided into 5 sections:
1) Foundations for educating students who are deaf or hard of hearing
2) Supportive Structures and Adminsitration
3) Assessment
4) Placement and program options
5) Personnel

APPENDIX I

Sample Workshop Evaluation Results

An Overview of Hearing, Vision, and Programming for Young Children with Deaf-Blindness

Presenters: Caren Wayburn, Donna DeStefano and Lisa Hirtzer

Special Kids: In-Service
Memphis, TN
March 31, 1995

Total Evaluations: 12

1. The topic was relevant and appropriate: (5: Relevant, 1: No Relevance

   4.9 average

2. The organization of the session was: (5: Excellent, 1: Poor)

   4.9 average

3. The objectives of the session were: (5: Clear, 1: Vague)

   4.9 average

4. The ideas and activities were: (5: Excellent, 1: Poor)

   5 average

5. The materials (overheads, handouts) were: (5: Beneficial, 1: No Benefit)

   4.8 average

6. My attendance at this session was: (5: Beneficial, 1: No Benefit)

   4.8 average

7. Overall session was: (5: Excellent, 1: Poor)

   4.8 average

What I liked most about the session:

The entire session was a learning experience for me; each session was a challenge. Thanks to the presenters.
Interactive session to experience the disabilities/limitations
The activities
Looking forward to the second half of the session
Very hands-on; practical; relavant; TREDS staff very flexible and open to our concerns and questions
Having the chance to experience how an impaired person sees or hears things
Using ear plugs and visual equipment to experience sensory impairments
Hands-on working through problem areas - tips for certain problems - very helpful
Everything most informative
Each group gave their program very well and informed
Doing activities that really give you a sense of what it's like to have sensory impairments. It was very insightful! It really made me aware of what we assume people know and what we tak for granted.
The hands-on activities

What I liked least about the session:

Running out of time allotted; but I'll be back
None
Nothing
It was all good
Nothing
I enjoyed all the session a great deal
Nothing. Everything was great.
Nothing. I liked it all.

Suggestions for future workshops/sessions:

CPR; Families who have to deal with disabilities
More hands-on about how to show or tell a child how to do an activity
On any day except Friday, Saturday or Sunday
Have children who have these disabilities at the workshop
More hands-on activities of various kinds